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ABSTRACT

As required by Title 5 of the California Education Code, this report presents data indicative of the educational needs to be met by the establishment of Los Angeles Metropolitan College, an institution to administer the overseas programs sponsored by the Los Angeles Community College District at 60 military bases around the world. The report first outlines the history of the District's Overseas Program, which has contracted with the military for the provision of educational opportunities since 1972, and then provides a rationale for the establishment of the new college. The ten major issues presented are: (1) the premise for college establishment, based on the historical role of civilian institutions in the provision of voluntary military education; (2) the chronology and description of the Overseas Program; (3) accreditation of the college; (4) the advantages and disadvantages of alternative delivery systems which could be implemented in lieu of the new college; (5) the characteristics of the military personnel to be served by the college; (6) the educational needs of the military; (7) support for the college among military personnel; (8) utilization of the college for the District's foreign study programs; (9) relevancy of the curriculum to the labor market; and (10) specific goals and objectives. Organizational charts and educational contracts are appended. (JP)

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Proposal



State Approval 1980

Los Angeles Metropolitan College

One of Ten Los Angeles Community Colleges

C O N T E N T S

INTRODUCTION	1
ORGANIZATION OF THE PROPOSAL	3
1 PREMISES FOR COLLEGE ESTABLISHMENT	5
2 CHRONOLOGY AND DESCRIPTION OF OVERSEAS PROGRAM	11
3 REGIONAL ACCREDITATION	27
4 ALTERNATIVE DELIVERY SYSTEMS	31
5 STUDENT POPULATION	39
6 NEEDS AND PREFERENCES OF THE MILITARY FOR COLLEGE PROGRAMS	47
7 COMMUNITY SUPPORT	51
8 INTERNATIONAL EDUCATION AND PRODUCTION OF LEARNING MATERIALS	53
9 LABOR MARKETS AND THE COLLEGE PROGRAM	55
10 OBJECTIVES AND GOALS OF THE COLLEGE	64
APPENDICES	Following 68

LOS ANGELES COMMUNITY COLLEGE DISTRICT
LOS ANGELES METROPOLITAN COLLEGE:
PROPOSAL FOR A NEW COLLEGE AND EDUCATIONAL CENTERS

Under applicable provisions of the California Administrative and Education Codes, the Los Angeles Community College District proposes to the California Community Colleges Board of Governors approval of Los Angeles Metropolitan College and its several educational centers as defined in Section 51802 of Title 5 of the Administrative Code.

Submitted to:

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June 16, 1980

LOS ANGELES COMMUNITY COLLEGE DISTRICT
LOS ANGELES METROPOLITAN COLLEGE:
PROPOSAL FOR A NEW COLLEGE AND EDUCATIONAL CENTERS

Introduction

Since 1972, the Los Angeles Community College District has provided educational services to the United States military community on government installations under contract with the federal government using programs from several district colleges. These programs operate under Section 78007 of the California Education Code: "The governing board of a community college district may enter into a contract on a full-cost basis with the federal government or any agency of the federal government to provide community college courses and classes to persons in the military service of the United States at any military . . . installation . . . within or outside the district or the state."

By 1979 the district's Overseas Program had grown to 30,000 annual enrollments at some 60 bases worldwide, rivaling in size and complexity several of the Los Angeles campuses. In July 1979, District Chancellor Leslie Koltai directed a comprehensive review of the Program including on-site surveys of Los Angeles and field operations. Conclusions of this review led the District Board of Trustees to authorize the district's tenth college, Los Angeles Metropolitan College. (See Appendix 1, Board Minutes for December 5, 1979.)

The college, as proposed by the district, will include three operating divisions: the Overseas Program of on-base courses for the armed services; a Production of Learning Materials unit for contract-based development of curricula and instructional software; and an International Education

unit planned for future administration of civilian-sector classes to be conducted abroad under field trip provisions (§72640) of the Education Code.

The district's Overseas Program, the basis of the proposed college, developed over seven years with characteristics and in contexts significantly different from conventional colleges. Various administrative structures and operational modes have been used by district administrators to conduct the Program since 1972. Factors both internal and external to the district influenced the present conclusion that an autonomous college is the most efficient and advantageous means for meeting the needs of military servicemembers for quality community college education.

Having tested four alternative administrative systems¹ for delivering its programs on military bases, the district has continuously assessed these elementary factors in evaluating the Overseas Program: (1) Size and capacity (including numbers of enrollments, staff, revenue and expense), (2) Ability to accommodate the number and geographic dispersion of centers, (3) Adequacy of access to district systems and services, and (4) Administrative coherence (the relationship of available systems to identified functions). Application of these criteria now suggests that no attainable alternative to single college management can adequately meet current needs.

¹ See Section 4, Alternative Delivery Systems

Organization of the Proposal

As specified in Title 5, §51803, the proposal assesses needs and preferences, analyzes alternative delivery systems, and defines objectives. Because the Overseas Program is the fundamental reason for which the district proposes approval of the college and educational centers, this document concentrates on the military community service area outside the boundaries of the state.

The sequence of issues is adapted to most easily apply the statutory criteria to the Overseas Program itself, proceeding from general propositions to specific facts. The ten major issues presented are: (1) Premises for College Establishment, (2) Chronology and Description of the Overseas Program, (3) Regional Accreditation, (4) Alternative Delivery Systems, (5) Student Population, (6) Needs and Preferences of the Military for College Programs, (7) Community Support, (8) International Education and The Production of Learning Materials, (9) Labor Markets and the College Program, and (10) Objectives and Goals of the College.

Illustrative tables have been used where appropriate, and certain supporting materials are included as appendices.

1 PREMISES FOR COLLEGE ESTABLISHMENT

The U.S. armed services are a major part of the nation's educational community. In the 1979 Brookings Institution monograph, Youth or Experience: Manning the Modern Military, Binkin and Kyriakopoulos note: "The Armed Forces are the nation's largest employer of youth. In fiscal year 1979 the military will 'hire' about 350,000 new recruits . . . most still in their teens. Of some 1.8 million enlisted personnel on the rolls in 1977, 60 percent were under 25 years of age and close to 90 percent were under 35."

Table 1.1

Age Distribution of Military Enlisted Personnel and Civilian Sector
Employed Workers, 1977
Percent

Category	Age				
	Under 20	20-24	25-34	35-44	Over 44
Military enlisted personnel	18	42	27	11	1
Civilian sector employed workers	8	14	26	19	33
Male workers	8	13	26	19	34

Civilian educational institutions have historically accepted the responsibility for serving this market as emphasized by a 1977 Task Force Report of the Education Commission of the States:

"If some projections of manpower needs . . . of the military for volunteers are met, as many as one-third of the male high school graduates of the country may receive their introduction to postsecondary education while in the military.

" . . . it is critically important that postsecondary institutions and the states cooperate effectively with the military services to insure that the education members of the armed services receive through voluntary education programs is of the highest quality."²

"The states," the ECS Report continues, "should play a strong leadership role, working with postsecondary institutions and the Department of Defense, in planning and coordinating educational opportunities for military personnel."

Originally invited by the Defense Department to offer the first community college programs in the Pacific Theater partly because of its membership in the state community college system, the Los Angeles district accepted the premise that a public community college should address the needs of military students. The district's record in the Overseas Program--more than 180,000 enrollments, 18,000 class sections, and 874 different courses since 1972--confirms the feasibility of the premise and has provided a substantial base of measurable experience.³

The Program's growth pattern is shown in Table 1.2:

²Final Report and Recommendations: Task Force on State, Institutional and Federal Responsibilities in Providing Postsecondary Educational Opportunity to Service Personnel, Education Commission of the States, Denver, 1977.

³See Section 2.

Table 1.2
OVERSEAS PROGRAM GROWTH: 1972-1980

YEAR	STUDENTS	ENROLLMENTS	CLASS SECTIONS
1972	472	613	29
1973	2,442	4,459	390
1974	5,986	10,684	1,000
1975	12,898	24,610	1,884
1976	12,506	26,557	2,245
1977	15,374	31,906	3,090
1978	16,081	31,755	3,666
1979	19,168	40,981	4,285
1980*	7,423	11,646	1,215
Cumulative Total:	79,042	183,211	17,804

*1980 figures include Terms 1 and 2 of the Program's five annual eight-week terms.

The ECS Task Force Report summarizes basic principles governing civilian education for the military which apply cogently to the district's Program:

3. Taking note of (a) the important and valid role of educational opportunity in the recruitment of military personnel; (b) the large numbers of persons expected to be recruited to the all-volunteer armed services; (c) the importance of providing all high school graduates, including those who volunteer for military service, with the opportunity for postsecondary study; (d) the responsibility of our society to assist in human resource development of all its citizens, including those who volunteer to serve their country in the armed services; and (e) the growing pressure for fiscal reasons to restrict military education opportunity to technical and service-related programs, the states, the military and civilian postsecondary institutions should affirm and carry out the following principles with respect to the education for members of the armed forces:

a. Every member of the armed forces should be given the fullest possible opportunity for postsecondary education, comparable to that available to nonmilitary personnel.

b. Human resource development, including career objectives, should be the main premise for voluntary education programs in and for the military, and such a perspective should be viewed as essential to the overall education effort of the armed forces.

c. Postsecondary institutions should affirm or reaffirm their commitment to accommodate the unique needs of military personnel for flexibility in residency requirements, credit transferability and fiscal and other arrangements to facilitate a continued role for civilian postsecondary institutions in the voluntary programs of the armed services.

The evidence and experience accumulated in the Overseas Program confirm the validity of these principles. As the Program has grown, efforts have focused on the most efficient organization to implement them.

Title 5 and the Education Code reflect legislative implementation of the state's Constitutional responsibility to educate its citizens, and §78007 explicitly extends this responsibility to "persons in the military service of the United States . . . outside . . . the state." These statutes, however, are silent on the real problems faced daily by the institutions which must educate students.

In preparing this proposal in consultation with the staff of the State Chancellor's Office, the district has attempted to reflect the urgent factors which determined the decision to seek approval for a new college and educational centers consistent with the enabling statutes.

Among the primary factors affecting the district's decision is its relationship to the California Community Colleges. The CCC system's operation, beginning with the legislature and enabling statutes, functions through the Board of Governors and the districts to the colleges who ultimately fulfill the system's purpose by educating students. Mindful of such systems and their vital impact upon military education, the ECS Task Force asserts:

"Finally, the state must carry out its legal responsibility to authorize institutions to operate with a view toward protecting the interests of the individual consumers of educational services, in this case, the men and women of the military."

Quality education for the nation's servicemen and women is needed and desirable. Community colleges services are excellent tools for meeting the military's educational requirement. Conventional community college administration is not structured to efficiently operate massive outreach programs. California statutes encourage service to the military by community colleges.

The Los Angeles district has accumulated nearly eight years of experience serving the military, and it is that experience which generated the present proposal. In the following chronology and description of the Overseas Program, the actuality of delivering education services to the military is summarized.

2 CHRONOLOGY AND DESCRIPTION OF THE OVERSEAS PROGRAM

Chronology

The development of the Overseas Program, shaped inevitably by the facts of its environment within the military community and as part of its parent district, has permitted its administrators to implement and evaluate policy and procedure with prompt and quantifiable results. The practicality of testing programs and systems derives in part from the reality of armed forces voluntary education programs in general. The previously cited ECS Report provides a concise summary of that reality:

Availability, flexibility, comparability, quality, acceptability by civilian standards — these, in a nutshell, are what members of the armed forces ask of their voluntary education programs while in the military. Military personnel as a group are as diverse as all students, yet their participation in voluntary education hinges on factors that generally do not impede other students. Their mobility within a worldwide military command, for example, means that they probably cannot expect to finish any degree program in a given setting. As they move from base to base, they may find that they cannot continue a program of study they initiated elsewhere, and when they return to civilian life, they may find that civilian institutions do not accept the credits and experience they acquired while in the military. These problems are all the more serious because many military personnel are making career as well as educational decisions as they move through a critical formative stage of life. Thus, they demand relevance both to their personal needs and to the exigencies of the world of work.

The needs of military personnel also extend to counseling services, policies allowing program access to dependents, special programs for disadvantaged students (e.g., precollege and high school equivalency programs), adequate provision for financial assistance, timely and relevant information about availability of programs and inservice career training to develop specific marketable skills. The military long ago made the decision to rely heavily on civilian institutions to provide some of these services within the context of voluntary education programs. Until recently, however, no concerted nationwide effort of the scope required has been made by civilian and military authorities to guarantee the effectiveness of such programs. A cooperative effort at the federal, state and institutional levels is essential now in order to extend and refine the steps already taken by the Servicemen's Opportunity College, the military and other groups and individuals.

The military itself has critical needs that must be met. Some of those needs, such as availability and flexibility, overlap with the needs of military personnel. The military is concerned that courses offered by civilian institutions are adaptable to military schedules and locations. Because the military attracts recruits partially through the quality and relevance of educational offerings, it has an interest in obtaining high-quality services from civilian institutions. The military also has great need for talented and skilled individuals to perform the many, sometimes technical, often highly challenging tasks of the modern armed forces.

The military's needs are not homogeneous by any means. There are four major branches of the armed forces, each with a distinct operational environment, a different cross-section of personnel and, to some extent, a unique command structure. What might work in the Army could prove ineffective in the Navy. The educational needs of the Air Force, with its extremely high proportion of high school graduates, differ markedly from those of the Marines, where achievement of a high school diploma is a goal for a large proportion of recruits. Thus, each service branch has adopted its own approach to serving the postsecondary educational needs of its personnel, with some elements common to all.

Chronology of the Overseas Program

The Program, with dozens of other civilian institutions, belongs to a world-wide network of schools which has grown to fulfill requirements of agencies of the United States Department of Defense during the past thirty years. This network provides educational opportunities to servicemen and women and civilian employees of the government at foreign and remote locations. The Department's educational guidelines to the military services are designed to attract, retain, and generally improve the skills and resources of personnel for their professional and personal development.

While the separate services have each developed plans for both on and off-duty civilian education, the U.S. Air Force has given emphasis to providing postsecondary programs world-wide. Most Air Force bases provide several civilian schools offering programs ranging from high school equivalency through doctoral studies. Offerings are generally coordinated at command level (major theaters such as Pacific or Europe) to insure

efficiency, to avoid duplication, and to prevent unfair competition with local schools. Programs are secured by contract between commands and the individual institutions.

For many years on-base education courses were concentrated at the baccalaureate level as typified by the University of Maryland's University College since 1946. More recently, graduate offerings were developed, principally in management and technical specialties such as those provided by the University of Southern California since 1963.

In 1971, growing recognition of the value of vocational and technical curricula as developed by the nation's community colleges (particularly in California) led to cooperation between the Department of Defense and the American Association of Community and Junior Colleges in establishing the Servicemen's Opportunity College. SOC is a network of more than 250 colleges and universities subscribing to a consistent policy of admissions, residency, and transfer for military students. Dr. Louis Kaufman, then president of Los Angeles City College, was a principal member of the AACJC's Task Force for Extending Education Opportunities for Service Personnel which laid the groundwork for the SOC system.

At the same time, Dr. George S. Benson, then Deputy Assistant Secretary of Defense (Education), met with Dr. Herold Sherman, Executive Director of USC's Institute of Safety and Systems Management, in Washington, D.C. Dr. Benson expressed his belief that occupational programs for the military on a worldwide basis would be a valuable recruiting inducement as the Department began operation of an all-volunteer defense force. He indicated that DoD administrators had been unsuccessful in generating an appropriate program and urgently requested Dr.

Sherman's assistance with the project.

Subsequent discussions between Drs. Kaufman, Benson, and Sherman resulted in the preparation of a preliminary proposal concept which was presented to DoD on May 27th, 1971. The first step toward the operation of an overseas program by Los Angeles City College had been taken.

On July 1st, 1971, the Director of Personnel Programs for Pacific Air Forces (PACAF) at Hickam Air Force Base, Hawaii, requested a formal proposal from USC and LACC to offer degree and certificate programs in various occupational curricula at Kadena Air Base (Okinawa, Japan) and Clark Air Base (the Philippines).

Dr. Kaufman at City College and Dr. Sherman at USC directed a feasibility study which was undertaken by Dr. Louis Hilleary (then Dean of Instruction at LACC) and Dr. Mark Van Slyke, Director of the Graduate Division of USC's Institute of Aerospace Safety.

The study, completed in December after field surveys in the Far East, formed the basis for the recommendation that a pilot program be mounted during 1972.

1972-1973 OVERSEAS PROGRAM OPERATION:
UNIVERSITY OF SOUTHERN CALIFORNIA

Accepting the premise that provision of occupational education programs for the military community abroad was a needed and significant objective consistent with the primary responsibilities of both the university and the community colleges, representatives from each institution evaluated alternative plans for implementing a practical program.

The range of concerns during early planning was formidable, including such issues as legal authority for the

district to operate outside its normal geographical boundaries, maintenance of academic quality across the Pacific, availability of suitable administrative personnel for extended duty away from Los Angeles, availability of adequate numbers of qualified part-time faculty candidates within remote military base communities, transport and housing for resident staff and facilities on campus and abroad, provision of equipment for technical courses, fiscal authority and accountability for certificated and classified staff payrolls, logistics of textbook supply, and the critical tasks of counseling and academic record maintenance for mobile military students in large numbers. Between June and October 1971, the principals at USC and the district coordinated their efforts to resolve these and other issues which would determine the project's viability.

The pivotal decision to utilize USC's established system of on-base operations in Los Angeles and the Far East as a vehicle for administrative support of the academic program was made early in the planning process. Primary academic responsibility would be exercised by the district, and Los Angeles City College would function as the degree-granting institution.

"Los Angeles City College Overseas" was selected as the project name, and counsel recommended implementation of two contractual agreements: USC would contract directly with the Air Force to provide the program and would simultaneously sub-contract the academic component of the program to the district. Los Angeles County Counsel and USC's legal staff verified the propriety and authority for such contracts which provided these essential practical advantages:

First, such division of responsibilities would permit the Program to be operated from the outset at no cost to

the district or California taxpayers as stipulated by the state Education Code. Only revenues earned under the prime contract between the university and the Air Force would be used to sustain the program.

Second, the university's management staff would be responsible for the fiscal and banking activities specifically denied to the district by California constitutional and statutory provisions.

Third, the university could compensate part-time faculty abroad without incurring district requirements for tenure and benefit packages applying to regular employees hired in California.

Fourth, freed from a demanding "learning curve" in matters of overseas military education administration, the district staff could concentrate their resources on the primary task of implementing a high quality academic program.

At USC, officials at the Institute of Aerospace Safety and Management (subsequently renamed the Institute of Safety and Systems Management) responsible for overseas programs, conferred with top university administrators to secure endorsement of the new LACC program which was, in terms of its occupational objectives, outside of USC's historical mandate as a university. Particular concern had already been expressed over the proposed agreements granting academic control over an ostensible USC contract program to another institution.

After review by the Committee on Overseas Programs and the President's Academic Council, USC President John Hubbard formally notified Dr. Kaufman of the university's approval of a one-year association between the two schools to initiate the LACC Overseas Program. Implicit in the approval was the time limitation within

which to demonstrate the university's desire to assist LACC and the Air Force in securing the benefits of vocational/technical programs for the Department of Defense.

Contracts were then drawn between USC and the Air Force and between USC and the district and approved by their respective authorizing bodies: Los Angeles County Counsel, the district board of trustees, Air Force Procurement, and the university's Legal Affairs Department.

Los Angeles City College Overseas operated under the joint administration of USC and the district from February 1972 through December 1973. During that period, much of the systems development of the present operation was accomplished. Near the end of 1973, the Program was drawing upon the curricula and expertise of several campuses in addition to LACC, and district administrators assumed increasing responsibility for overall direction of the overseas operation. In order to more accurately reflect the district-wide nature of the program, its name was changed to "Los Angeles Community Colleges Overseas."

CONCLUSION OF USC PARTICIPATION IN LACC OVERSEAS

Expansion of the Overseas Program significantly exceeded projections, and by late 1973 enrollments had climbed from an initial figure of 298 students to over 2,000 enrollments per term at 28 locations.

Rapid growth was not without undesirable side effects for managers at USC and the district. Servicing the expanding faculty and student body seriously taxed the staff and facilities at the institute. In appraising the operation at the end of the first year, USC administrators concluded that they had fulfilled their original college

program abroad. They also decided that continued servicing of the mushrooming LACC Overseas Program was no longer in the best interests of the university. They consequently directed the institute to commence an orderly phase-out of USC from the program.

To this end Dr. Sherman and Dr. Hilleary entered conversations with the University of Maryland to determine that school's interest in assuming the task of administrative support for the program. Maryland, as the largest school serving the military, appeared to be the most suitable candidate for the job. After several meetings in College Park and Los Angeles, it was concluded that a formal arrangement between the two organizations could not be worked out.

1974-1976 OVERSEAS PROGRAM OPERATION
THE FOUNDATION FOR EDUCATIONAL SERVICES

By fall 1973 no workable solution to the problem was apparent, and the program was entering its critical growth phase. At a special meeting of the Institute of Safety and Systems Management Board of Counselors, LACC Overseas was discussed. It was suggested that the establishment of a non-profit, tax-exempt foundation might permit the program to obtain administrative support services similar to those the university was providing but with reduced cost by eliminating the substantial overhead expenses inherent in USC's operation. Discussions were undertaken with district and USC staff and private legal counsel to determine the possibilities of assembling the needed managerial and clerical staff in such a foundation.

Favorable preliminary findings were immediately shared with Dr. Kaufman and Dr. Hilleary to determine their views and to secure district representation on

the board of directors of the proposed foundation. James Warren Beebe, a law corporation, was engaged to form a non-profit, tax-exempt California corporation, and filings with the State of California of November 27th, 1973 record the activation of the Foundation for Educational Services.

Subsequent organization and staffing of the Foundation for Educational Services was undertaken in regular consultation with district staff.

On January 3rd, 1974, the foundation's first working board of directors was elected. From the outset fundamental purposes and policies of the foundation were determined to be those of financial support services for the educational programs of the district offered to the armed services.

At its first meeting, the foundation board resolved to contract with the U.S. Government and the Los Angeles Community College District in order to replace USC as the prime contractor with the Air Force and to provide support services needed by the district to continue LACC Overseas. Such contracts would permit retention of program operation in the same mode which had functioned effectively during the initial growth period and would satisfy USC's requirement to withdraw from the program.

During 1974 Department of the Air Force education staff recommended that all educational service agreements for on-base programs be directly with the degree-granting academic institutions themselves. This change was designed to prevent inconsistencies with Veterans Administration regulations and to promote uniform programs throughout Air Force commands.

The foundation, the district, and Air Force management responsible for LACC Overseas negotiated an agreement establishing the district as prime contractor with

the Air Force. Under this plan, the foundation became a sub-contractor to the district to provide services for the program.

These contracts were presented to the board of trustees and unanimously approved on May 20th, 1975.

AUGUST 1976 TO DECEMBER 1979 PROGRAM OPERATIONS
AND THE INTERNATIONAL EDUCATIONAL FOUNDATION

During 1976 the directors of the Foundation for Educational Services expressed their desire to pursue programs in addition to the Overseas Program. District officials determined that diversification of activities by the Foundation was inconsistent with the specific objectives of the program and requested the establishment of a new organization which would be devoted exclusively to provision of financial support services to the program.

In August 1976 establishment of the International Education Foundation was complete, and a contract for services to the program was executed by the district and the new foundation.

The last three years of program operation have seen continued growth and refinement of programs. Offerings in the Caribbean were initiated, and a substantial program of basic skills education for the military student needing high school completion was undertaken in the Far East. An agreement was executed with the Burbank Unified School District for this program.

Annual enrollments grew to some 30,000, progress continued in program integration into the district by administrative assignment to Trade-Technical College, and position adjustments were made to provide adequate administrative support.

Extensions were made in program relations with all the military services, including improvements in contracts with the U.S. Air Force, the Army, the Marine Corps, and various Navy sites. Quality control has been strengthened, procedures and policy implementation improved by publication of manuals, catalogs, and guides.

Description of the Proposed College

By direction of the district trustees, in January 1980, the Overseas Program (and proposed international education and production of learning materials units) were consolidated into a single administrative unit based upon facts and conclusions set out in other sections of the proposal. Table 2.1 summarizes key Program facts, and Tables 2.2 and 2.3 provide organizational charts for the Los Angeles district and foundation headquarters. Appendix 2 provides organization charts and functions descriptions for representative overseas area and regional offices.

Table 2.1

LOS ANGELES COMMUNITY COLLEGES
OVERSEAS PROGRAM
SUMMARY

UNDER THE DISTRICT

Fiscal accountability maintained through District & certified audit
Quality Control assured by regular administrative visits and educational audits

COURSE SPONSORSHIP

By LA City College
LA Trade-Technical College
East LA College
West LA College

MOST POPULAR PROGRAMS

Administration of Justice
Automotive Technology
Business Management
Supervision

STUDENT ADVISEMENT

Academic records maintained on District Computer
Guidance and Counseling services provided
5,000 transcripts issued per year
On-site graduations conducted annually
30,000 Program Catalogs distributed annually
Over 200 Advising Handbooks distributed to all centers with updates monitored

REVENUE

Program operates entirely on tuition revenue derived in part from tuition assistance and veterans benefits

CENTRAL ADMINISTRATION

Organized under Dean in Los Angeles with primary divisions of:
Instruction
Student Personnel
Services & Records
Business Services & Administration

LOGISTIC SUPPORT

Provided by non-profit foundation under contract to District

PROGRAM STAFF

Approximately 50 full time employees of District and Foundation assigned in Los Angeles
150 full and part-time employees assigned overseas
600-700 Part-time Instructors engaged under contract each term

ADULT EDUCATION PROGRAM

Began in 1977, primarily for Marine Corps in Okinawa, in consortium with Burbank Unified School District

PRINCIPAL CONTRACTS

with Pacific Air Forces for Far East (PACAF), with Strategic Air Command in the Continental U.S. (SAC), and subsidiary agreements with U.S. Army and Navy for additional areas including Antarctica

CALENDAR YEAR 1980

Tuition rate of \$45 per lecture unit
Five 8-week terms
Budget nearly \$6 million
35,000 enrollments
\$300,000 in textbooks
1,000 Certificates of Completion and
500 Associate Degrees to be earned

STATISTICS

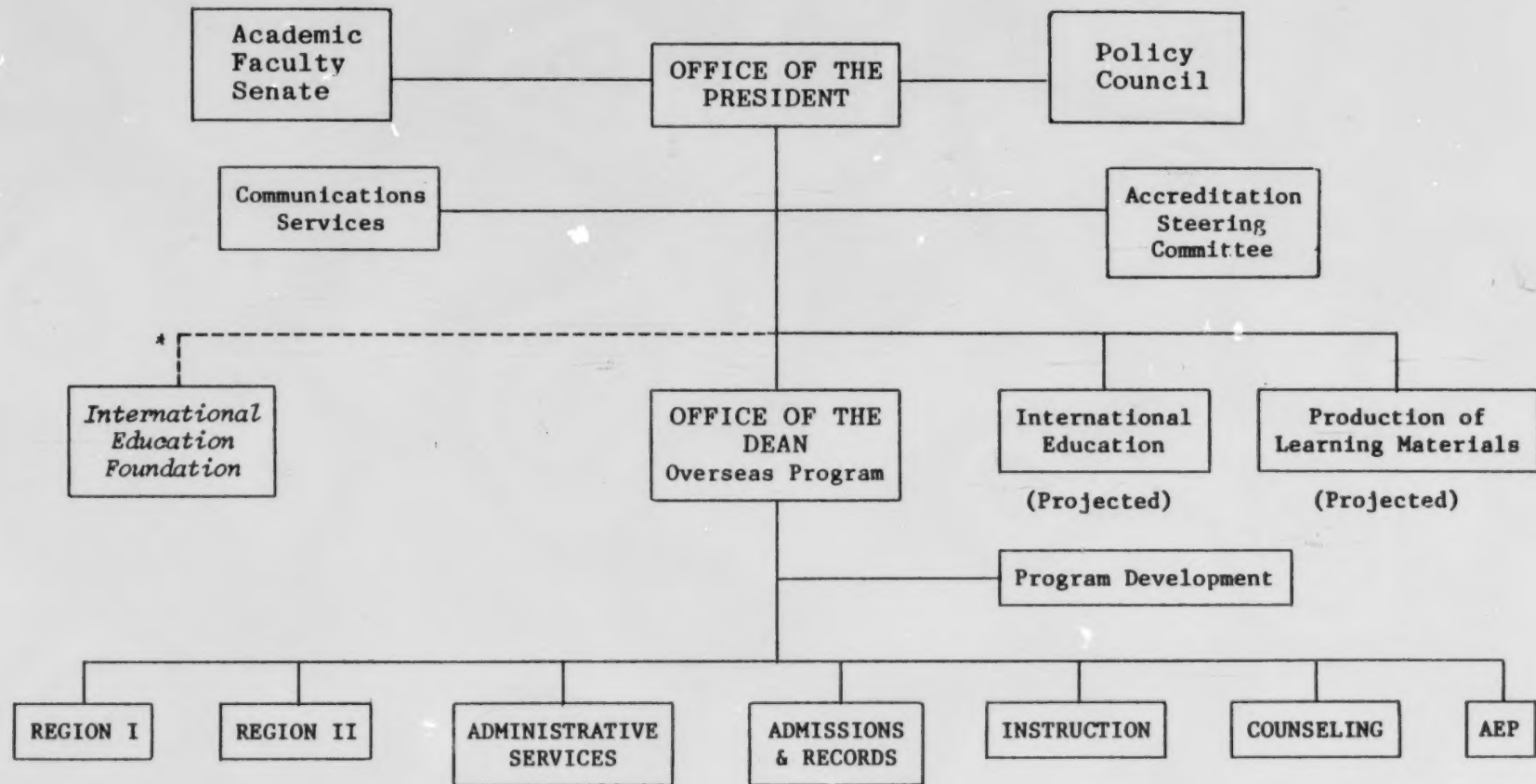
Since 1972 to date:
18,000 class sections
874 different courses
26 Certificate Programs
186,000 enrollments
80,000 students

EDUCATIONAL CENTERS

Operating on more than 60 military sites
Six administrative geographical areas, each headed by District Area Director: Korea, Japan, Philippine Islands, Okinawa, Guam, Continental U.S.-Atlantic-Caribbean

PROPOSED

LOS ANGELES METROPOLITAN COLLEGE ORGANIZATION CHART



* Defined by terms of District/Foundation Agreement

January 1980

INTERNATIONAL EDUCATION FOUNDATION
ORGANIZATIONAL CHART

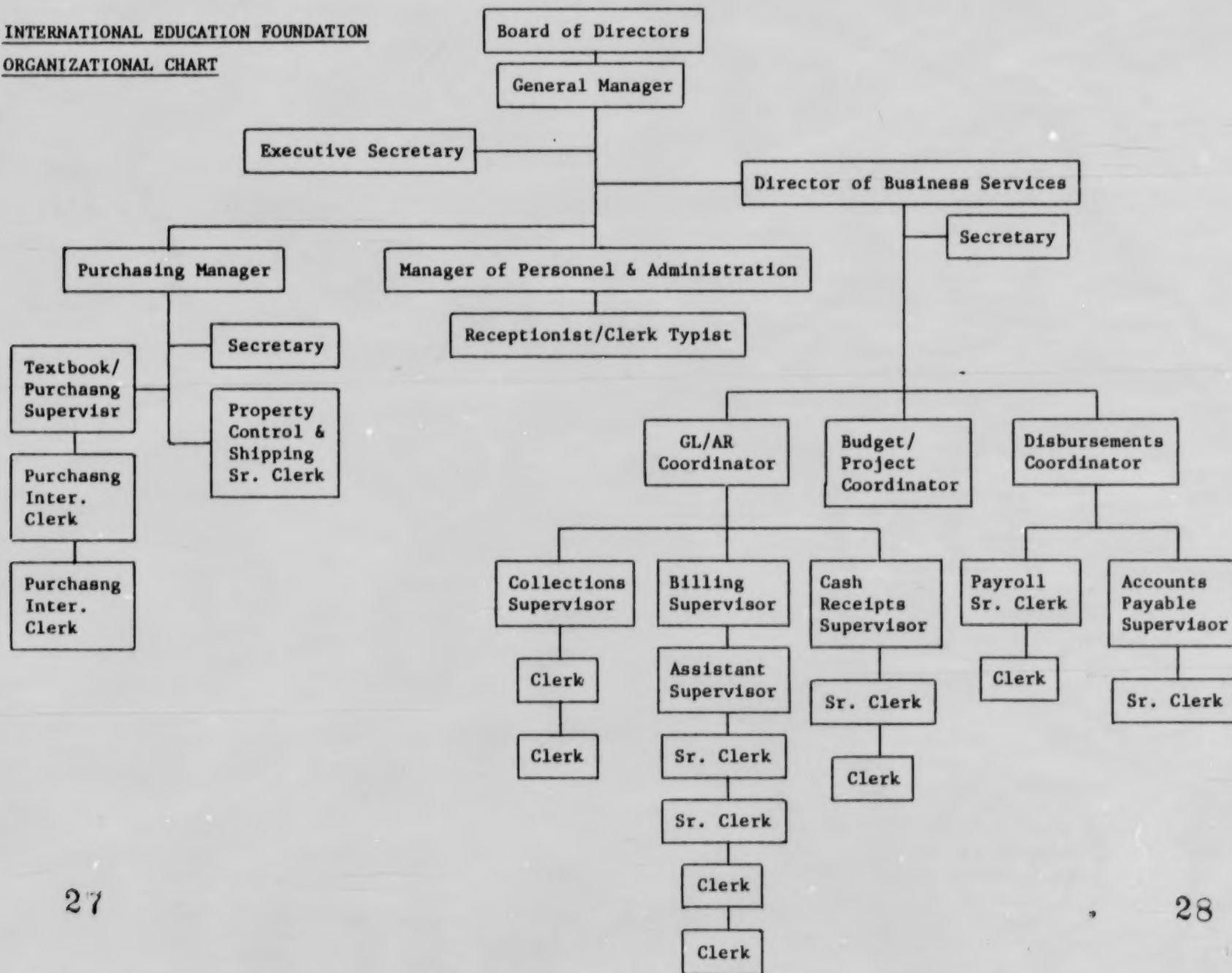
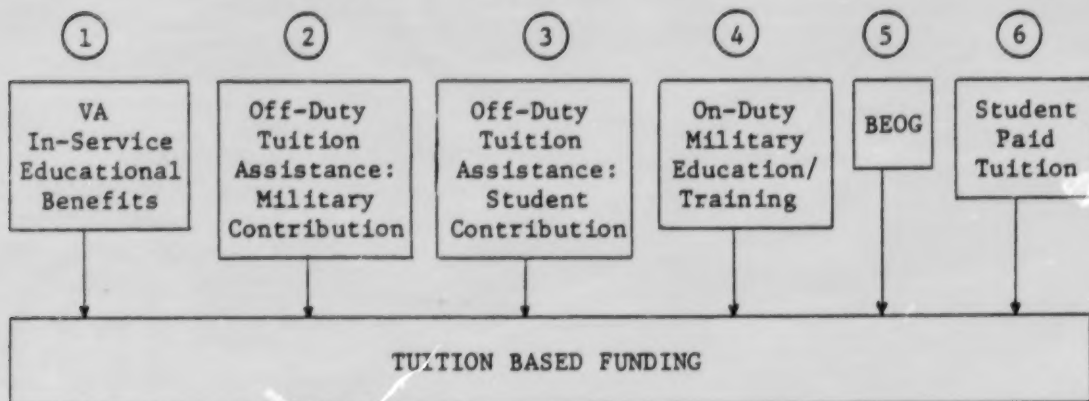


TABLE 2.3

Two basic components of the proposed college's operation are its reliance upon contracts with the federal government for access to the student population and its reliance upon tuition as the preponderant revenue source.

Typical of district contracts with the Department of Defense is the PACAF Agreement (Appendix 3) under which some 85 percent of annual Program revenue accrues. The contract specifies terms under which the academic institution (AI) offers courses on military bases, including tuition rates and the government rate of support for certain tuition.

Tuition revenue itself is collected in six categories and is currently the only source of college income. The categories are:



1. Veterans Administration In-Service benefits, Title 38 U.S.C. appropriated funds paid to eligible members of the armed forces for payment of certain educational costs. Covers 100% of Overseas Program tuition for many students, now approximately 42% of college tuition revenue.
2. Tuition Assistance benefits for off-duty education,

appropriated funds, presently pays 75% of student tuition (directly to institution upon billing) for qualified students. Makes up some 36% of present college revenue.

3. Under TA, above, student must pay 25%, presently making up some 12% of college revenue.
4. Tuition Assistance benefits for on-duty training and education, under certain conditions pays 100% of tuition or class charges. Presently constitutes 9% of college revenue.
5. Basic Educational Opportunity Grants (BEOG), a federal education assistance program long accessible to the civilian student, is only now being made accessible to military students. Long time factors and other elements make it somewhat difficult for the college to utilize. Presently makes up less than 1% of college revenue.
6. Student Payment: personal payment of tuition makes up 1% of tuition revenue for the college.

Basic Program operations ranging from instruction and adjunct faculty selection through student records and budget implementation are summarized in Appendix 4.

3 THE OVERSEAS PROGRAM AND REGIONAL ACCREDITATION

Overseas Program administrators have planned for eventual accreditation for the Program in its own right from the very beginning. Regular reports to the Accrediting Commission for Community and Junior Colleges of the Western Association were made and field visits undertaken by Commission representatives from time to time. The principles of accreditation are held by the district and Program administrators to be substantive and practical tools for promoting and measuring the merit of educational programs. These principles have a unique importance for on-base programs, however, because of the almost overriding significance attached to them by military education authorities and the Veterans Administration. The operating axiom, expressed in both contracts for education services negotiated by the military and Veterans Administration regulations, is that accreditation is a prerequisite to on-base operations for the institution and payment of tuition benefits to eligible veterans.

In recent months, two important developments have accelerated district planning to establish the new college and to clarify the accreditation status of the Overseas Program.

First came a wave of criticism of military education in 1978 caused by a minority of shoddily operated programs and leading to broad indictments of military education in general. Harvard Professor Stephen Bailey published a widely-discussed monograph¹ sharply critical of military programs, and harsh attacks appeared intermittently in the educational media.

¹ Academic Quality Control: The Case of College Programs on Military Bases, Stephen K. Bailey, American Association for Higher Education, Washington, D.C., 1979

In response to this climate and to develop a body of reliable information for assessment, the Council on Post-secondary Accreditation was commissioned by the Office of the Secretary of Defense to conduct a case study of post-secondary education on military bases. The conclusions reached by the 54 evaluators (all professional educators drawn from postsecondary institutions throughout the United States) are based upon in-depth study of 25 bases around the world:²

1. Military personnel should be provided off-duty educational opportunities during their tour of duty for: (1) improving their value to the military service, (2) preparing for a future career upon return to civilian life, and (3) upgrading their own educational background.
2. On-base non-military education programs beyond the high school level can best be offered by accredited postsecondary educational institutions.
3. The responsibility for the quality of post-secondary educational programs offered by institutions on military bases is a responsibility which is shared by the institution, the military, and the appropriate regional accrediting commission.

The Study's 11 specific recommendations are particularly cogent to the district's decision to establish Metropolitan College, and one recommendation is vital:

"2. Organizational Relationships--In fulfilling its commitment to military-base education, an institution must develop and implement adequate and appropriate administrative, academic, and organizational relationships between the home campus and the off-campus site to assure the integrity and quality of the academic

¹Final Report of The Case Study of Off-Campus Postsecondary Education on Military Bases: Summary, Conclusions, Recommendations; G. Jack Allen and Grover J. Andrews: Washington, D.C., January 1980.

program offered."

The second related event was the Western Association's decision to examine the Overseas Program independently from the sponsoring colleges' accreditation renewals. The first five-year renewal affecting the Program was that of Los Angeles City College, the initial program sponsor. In 1979, the Accrediting Commission advised City College that it would not examine the Program as part of that college's Self-Study.

The Commission's decision coincided with the district's own growing recognition that the Overseas Program for the reasons set out in Section 4 of this proposal required major improvements if it were to continue to successfully fulfill its identified mission.

Because maintaining accreditation is an absolute priority for the Overseas Program, the district promptly coordinated with the Commission to commence self-study. At its January 1980 meeting, the Commission granted candidate status to the college conditional to state approval. See Appendix 5 for the Commission's notification to the district.

Writing to Chancellor Hayward on April 2, 1980 to assist the Board in appraising the suitability of approving Metropolitan College, Commission Executive Director Robert Swenson said:

"The Board of Governors and our commission have a mutual concern which, I believe, is shared by the Los Angeles District. If the program is needed, and there's much evidence of that, we should ensure that it's administered by institutions which have the experience and the resources to do it effectively."

Appendix 6 contains the full text of Dr. Swenson's letter.

4 ANALYSIS OF ALTERNATIVE DELIVERY SYSTEMS

If it may, for purpose of analysis, be accepted that the district's Overseas Program adequately fills a significant national educational need within the intent of applicable California statutes, the provisions of Title 5, §51808 are pivotal to the district's request for approval of Metropolitan College. Therefore, the section is reproduced in its entirety:

51808. Analysis of Alternative Delivery Systems. (a) The proposed operation should be the most effective and equitable of feasible delivery system alternatives for providing intended programs and services.

(b) Criteria for selecting the proposed delivery system should include:

- (1) accessibility of programs and services to individuals in the service area,
- (2) content and quality of programs and services, and
- (3) cost of programs and services.

(c) Depending on the delivery system proposed, alternatives for providing the proposed programs and services should include, but need not be limited to:

- (1) increased utilization of existing district resources,
- (2) forming a new college, educational center, and/or outreach locations, and
- (3) use of media such as television, computer-assisted instruction or programmed learning packages.

Alternative delivery systems considered should be adequately described, generally mutually exclusive, and limited to a manageable number to facilitate analysis and review.

(d) Proposed sources of funding for needed resources should be identified for both short and long-term operations.

History: 1. Amendment filed 3-18-77; effective thirtieth day thereafter (Register 77, No. 12).

(a) The district believes the proposed operation to be the most effective and equitable of the four delivery systems which it has actually operated and evaluated in the Overseas Program since 1972 (summarized in Table 4.1).

(b) By the required criteria, the proposed college will (1) continue the present accessibility of programs to individuals in the service area, (2) improve the content and quality of programs and services, and (3) provide more effective control of costs of programs and services, all

more efficiently than any other available alternative.

(c) The proposed delivery system--Metropolitan College and its educational centers--(1) represents, by intent and historical test, the best approach to increase utilization of existing district resources, (2) includes all three options, and (3) incorporates, as suitable, media-facilitated instruction.

The alternatives to the college and educational centers are summarized in Tables 4.1 and 4.2 following, limited in number to four actual and one theoretical option, and are mutually exclusive to the extent possible.

(d) Proposed sources of funding are described on pages 25 and 26, above.

Overseas Program Alternatives

The Chronology and Description of Section 2 narrate the alternatives already operated and evaluated by the district which are:

1. A single existing college and support group (1972-73)
2. Multiple colleges in consortium and support group reporting directly to district administration (1974-78)
3. Multiple colleges in consortium and support group reporting administratively through a single college to district administration (1978-79)
4. Single college dedicated to on-base voluntary education for the armed services (proposed 1980)

A fifth theoretical alternative which has been speculatively analyzed in the context of present and projected circumstances is that of a return to inclusion of the Overseas Program as an administrative unit of a single college.

Table 4.1: OVERSEAS PROGRAM ALTERNATIVE DELIVERY SYSTEMS (ADMINISTRATIVE MODES) 1972-1980

MODE & SYNOPSIS	SIZE, CAPACITY, CHANGES	EVALUATION
(1) 1972-73: One college (LACC) provides courses, USC acts as logistic support and prime contractor with Air Force; programs in Pacific region only, offices on LACC campus; six certificated staff.	1972 enrollments/613, '73/2,558; '72 class sections/29, '73/390; bases/24; access to district support services only through LACC divisions; accreditation from LACC; all tuition TA or student cash; small college staff act with many hats to accomplish multiple functions.	Small scale, USC assist made little demand on LACC resources; "simple" courses at beginning of sequences made curriculum easy to approve, offer; textbooks for few courses no problem; military paid transport; little political impact on trustees; military identified easily with one college; no problems with articulation with other schools.
(2) 1974-78: 3 colleges (later 4) (LACC, Trade, East, West); foundation for support services first as prime contractor, then as sub; offices located at district HQ; Program staff report directly to district (first to executive vice chancellor, subsequently to senior dean of special programs) as "specially funded program;" curricular needs of military broaden beyond offerings of single college.	1976 enrollments/26,557; classes/2,245; bases/40; '78 enrollments/31,755; class sections/3,666; bases/55; VA tuition benefits added; course approvals from 4 colleges mean separate catalog for Program; additional staff added at district for records, etc. and foundation to handle vast increase in paper for VA, outside audit; SAC and Atlantic programs initiated.	4 colleges require central admin to coordinate course approvals, multiple records of academic credit; budget size and radical difference from home campus or district systems complicate accounting; VA approvals for 4 off-campus sets delay certification and payment (all VA funding cut off for months at one point); program growth creates political problems with board; articulation & evaluation of transcripts complicated.
(3) 1978-79: 4 colleges report through LATT president to Vice Chancellor of Educational Services; offices located in separate off-campus facilities.	1979 enrollments/40,981; classes/4,285; bases/70; Accrediting Commission reluctant to include Program in separate campus re-accreditation studies; district assesses program, recommends separate college; district audit recommends revised procedures.	Continuing governance problems with individual college faculties; VA problems magnified; articulation problems with University of Maryland develop; Trade-Technical president concerned about oversight capacity of college; military displeased with confusion of institutional identity.
(4) 1980: provisional operation of single college dedicated to military programs, mode described in balance of proposal.	1980 enrollments projected at approximately 1979 level; college and foundation staffs to move to single consolidated facilities; full integration into "regular" college relation with district.	Access to district services improved by development of discrete college systems; ultimate capacity to sponsor own courses eliminates multiple approvals from sister campuses; budget and accounting improved by concentration on mission.
(5) Theoretical return to Program as administrative unit within single college. See (1) above.	Size and capacity assumed to be as (3) above; modifications of college staffing to accommodate existing campus system or adapt program structure; "specially funded program" mechanism to be adapted.	Fundamental differences between missions of urban campus and overseas program remain irreconcilable. See Table 4.2.

Table 4.2

COMPARISON OF IMPACT OF ALTERNATIVE ADMINISTRATIVE MODES (DELIVERY SYSTEMS) ON OVERSEAS PROGRAM FUNCTIONS

Function	Accomplishment Under Alternatives	Accomplishment Under Metropolitan
1. Curriculum selection, design, and course approval at the college	Program needs for curricula transcend offerings of any single present college. Multi-college system requires four separate sets of department approvals, text selection, monitoring of equipment and quality which tend to delay development in timely manner for field needs; ability to tailor courses or programs (modularization, for example) restricted; additional staff at program needed to maintain liaison; field development severely limited.	Concentration of responsibility permits innovation in timely manner with high level of accountability to administrators and faculty senate members wholly informed about special needs and resources of military. Prompt and imaginative programs coherently developable in close liaison with field staff and military planners.
2. Budget development and implementation	Under any alternative to dedicated college, program must be treated as "specially funded," outside the regular college and district funding systems, most of which are geared to ADA and other conventional revenue parameters. For consortia, the impact of program expenditures on each sponsoring college must be separately accounted for, thus increasing risk of commingling funds and increasing staff time. Field budget control extremely difficult, and categories of expenditures not compatible with home college, i.e. travel, shipping, communications costs.	The specialized and unusual budget of a massive outreach program with unique requirements shaped by the distinctive needs of the military services is almost a science of its own, benefiting from the concentration of administrators whose primary task is operation of such a device. Improved efficiency and accountability are already apparent in the few months of district experience with the proposed college.
3. Veterans Administration course approvals, certification, and payment of benefits	Title 38 requires treatment of individual educational institutions, each with their own facility codes, computer controls, state approving agency validation, accreditation verification, and related tasks. In consortia, the Overseas Program must have complete and discrete subsystems for each sponsoring college with attendant duplication of components and confusion. Accountability for tens of thousands of students each year is seriously compromised.	The bewildering complexity of four-fold subsystems is reduced to conventional requirements, vastly improving service to students, increasing validity of records, and substantially upgrading accountability while reducing workload by an order of magnitude. The reduction in time of processing of payments will improve cash flow markedly. VA audit tasks will be simplified and strengthened.
4. Accounting, reporting, auditing	See 2. above: rationalization of multiple systems is difficult for line managers and auditors; program budget line items do not reconcile to home campus activity or object codes and	A single, coherent chart of accounts tailored to the Program provides excellent audit trails and removes con-

Table 4.2

COMPARISON OF IMPACT OF ALTERNATIVE ADMINISTRATIVE MODES (DELIVERY SYSTEMS) ON OVERSEAS PROGRAM FUNCTIONS

Function	Accomplishment Under Alternatives	Accomplishment Under Metropolitan
4. Accounting, reporting, auditing (continued)	Imposition of conventional campus and district matrices distorts Program operation. Program audits have been protracted in time and expense for the last three years as outside analysts struggled to match the unique transactions of the Program to the district models.	cllicts with unrelated transactions used in campus and district accounting. Accountability is straightforward and lines of authority and responsibility unambiguous.
5. Governance (academic, administrative, statutory)	Under consortia, other campus academicians accustomed to conventional campus needs have both resisted innovation and in good faith tried to conform the military environment to campus models. The "angle of vision" at urban campuses is properly focused on problems markedly different from the military. District and campus administrators (as well as trustees) must constantly "except" every judgement made about the Overseas Program because the environment is radically different from the accustomed mission of urban operations.	An academic senate of faculty devoted to responsibly addressing the special needs of the military is intrinsically better able to imaginatively weigh old and new solutions to these problems without compromising for home college matters which are not relevant. The coherence of mission and structure implicit in a separate college defines decision-making for trustees and district staff and allows clear distinction of competing interests.
6. Staff recruitment, selection, development, career advancement	Whether single or multi-campus, Overseas Program alternatives pose serious personnel problems when certificated career employees must be assigned for extended periods away from a "parent" campus or the district. Removed from their regular career tracks, and out of sight of their campus colleagues, they do not enjoy the normal progression they otherwise would. Campus positions from which Overseas assignees are vacant pose on-going morale, budget, and staffing problems for campus administrators.	Development of a discrete career path avoids the "temporary assignment" problems, generates inducement to perform in the Overseas track, builds esprit, allows the development of career specialists in the military education discipline and permits a continuity of staff in the field immensely beneficial for the district and military educators anxious to know they are dealing with competent men and women who will be on-site long enough to become truly expert.
7. Institutional credibility, visibility, identification	Districts are not colleges, a distinction made by law and complicated by consortia. "Overseas Programs" puzzle the military, frustrate evaluators at other institutions, rile the VA, and do little to generate the enthusiasm of students who traditionally enjoy the pleasure of pride in their college.	The special needs of the military for dealing with degree-granting institutions strongly urge a single college, as do contract provisions, articulation agreement with other institutions, and general transfer of credit.

Table 4.2

COMPARISON OF IMPACT OF ALTERNATIVE ADMINISTRATIVE MODES (DELIVERY SYSTEMS) ON OVERSEAS PROGRAM FUNCTIONS

Function	Accomplishment Under Alternatives	Accomplishment Under Metropolitan
8. Managerial span of control	Overseas Program enrollments, now at almost 40,000 annually, rival the district's nine campus individual totals. Each college president sponsoring Overseas Program courses and senior district administrators and trustees have expressed strong reservations on subordination of so massive a responsibility as an "additional duty." Continued attachment to a single campus or consortium is legitimately challenged on this ground alone.	Establishment of dedicated management systems carefully designed and controlled by experienced administrators allows responsible and authoritative operation of the specialized and sizeable educational undertaking of the Overseas Program.
9. Accreditation	See Section 3 of this proposal. Continued inclusion of the Program in sponsoring college re-accreditation has been precluded by the Commission and is inconsistent with principles of sound educational practice espoused by regional associations, and other agencies.	Having already vigorously undertaken self-study for accreditation of the Program in the administrative form of a separate college, district administrators have found its merits many and healthy.
10. Labor relations and collective bargaining	The special requirements of military programs are so radically different from home campus circumstances that they seriously complicate campus labor relations, if they can be considered at all.	A dedicated college provides a defined "forum" for development of labor practices useful to labor, management, and professional development simultaneously.
11. Contract negotiation and performance	Because the Overseas Program relies upon negotiated contracts with the military services, the ability to negotiate and perform depends upon unified policies and resource capabilities, a unity difficult to achieve in consortia.	With all district resources coordinated in a competent and reliable body of administrators and staff, both performance and accountability are strengthened.

The district's extensive experience with the Overseas Program has provided a nearly exhaustive "testbed" for alternative delivery systems in the actual environment of military education. Each system, adequate to varying degrees in its time, has been found wanting in critical capabilities. The most salient conclusion, however, is not that other alternatives might be attempted but that an attractive and feasible system--the proposed college and educational centers--is now immediately and cogently developed and is functioning with efficiency and assessable merit.

Writing in Continuum, the National University Extension Association Quarterly, in December 1979, Dr. James F. Nickerson (Director, Servicemember's Opportunity Colleges) strongly endorses the urgency of "appropriate organizational structure" for off-campus military programs:

"To combat isolation of off-campus programs from the mainline of an institution calls for an appropriate organizational structure adapted to the particular programs and base but necessarily coordinated and consistent with the administration and supervisory structure of the institution."

5 STUDENT POPULATION

The community and service area of the Overseas Program is defined by demographics of the U.S. military population. Among important variables are: (1) aggregate size and characteristics of the military establishment, particularly the enlisted personnel of the all volunteer forces, (2) geographic distribution of units, both to fixed bases and within command regions embracing many bases, (3) populations and military missions of individual sites.

Characteristics of the Military Enlisted Population

The Brookings Institution monograph cited previously documents the youth (60 percent under 25 years of age, 90 percent under 35) of the nearly two million current enlisted men and women and notes that more than half of these serve less than four-year enlistments:

Table 5.1 *

Military Enlisted Personnel with Less than Four Years of Service,
by Service, Selected Fiscal Years

Service	Percent of enlisted personnel serving less than four years			Long-range objective, as of October 1978
	1965	1973	1977	
Army	66	66	63	59
Navy	61	60	58	55
Marine Corps	66	73	74	74
Air Force	44	50	46	57
Department of Defense total	58	60	59	59

This transience of potential students from the civilian sector into the military community for short periods establishes a most important function of civilian schools serving military populations, a function emphasized by the Brookings authors:

Source: Data for 1965 and 1973 are from U.S. Department of Defense, Manpower Requirements Report for FY 1973 (DOD, 1974), p. XV-13; 1977 data and long-range objectives are based on unpublished data provided by the Office of the Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics.

The benefits of large turnover have also been gauged in terms of the contribution to society of the military's role as a training institution. Operating the nation's largest single vocational training program, each year the armed forces offer an opportunity to acquire skills and knowledge that will not only enable thousands of people to carry out their military duties but in many instances will also prepare them for more productive careers in the civilian sector. Often these opportunities for job training and educational assistance are not available elsewhere, particularly to disadvantaged youth.

Over the years countless high school dropouts have entered the military, earned diplomas, learned marketable skills, and returned to civilian life as more productive members of society. Some observers stress the importance of the military's role in this process and urge continuation of that role.

Public responsibilities and concern for the individuals involved dictate that the military act as a human resource development agency providing training for high turnover workers not only to make them productive during their service tenure but also to ease their transition to civilian life with a minimum of social friction and personal loss.

The Overseas Program, then, becomes an extension of the collegiate function performed by conventional colleges by serving students who could not otherwise be served.

The nature of young military students and the tasks performed by civilian institutions on military bases is amplified by the ECS Task Force Report:

The educational opportunity available to military personnel through existing voluntary education programs should enhance their effectiveness as military personnel and additionally aid recruitment. A chance to get an education or learn a skill is one of the foremost reasons given by recruits for joining the all-volunteer armed forces. Voluntary education programs, in addition, result in higher retention rates within the military. At the same time, military personnel have special needs for administrative, fiscal and program flexibility. They are a diverse group whose educational needs cover the spectrum from college and graduate study to technical and vocational training to precollege and remedial work. They are a mobile group, dependent upon interinstitutional arrangements for access, nontraditional studies and services and transferability of credit. As a group, military personnel are also restricted in their choice of educational institutions to those available on or adjacent to their duty station.

Taken together, these issues tie into the broader issue of educational opportunity for all the diverse clientele that make up our society. Among the continuing concerns facing postsecondary institutions, the states and the nation is that of increased access to postsecondary education. Of particular importance to state and national interests, therefore, is access to such education on the part of military personnel and the continuity of educational opportunity when such personnel leave the military and become veterans.

Military Population Served by the Overseas Program

The large geographic and command areas served by the Overseas Program (see following tables and map) are essentially representative of the military establishment at large. Says Dr. Edwin C. Peterson, Chief of Education for the Pacific Air Forces, "Joint command statistics for the Pacific Area education programs over the years very closely compare with those of the services in general."

Thus, general demographics not only compare with those of the civilian sector, but serve as a guideline for the Overseas Program's students--178,000 since 1972. Defense Department data compiled in early 1980 show an average of 21 percent of enlistees to be black, 7.5 percent to be women. Individual base demographics for the dozens of bases served by the Program are not currently accessible, but the variation locally from the aggregate data does not alter the overall description.

Local Regions and Bases

The following table summarizes available data on base populations for installations served by the Program. The sites vary from very large with broad missions (Clark Air Base in the Philippines with 6,000 permanent military personnel plus dependents) to small and highly specialized (NAVMAG in Guam, an ordnance support unit with only 150 personnel authorized). The table lists all installations at which courses have been offered. Populations may vary dramatically during troop exercises and other activities of the military. For the Program, of course, the essential element is the overall student population over time.

Table 5.2

LOS ANGELES COMMUNITY COLLEGES OVERSEAS PROGRAM SITE LOCATION SUMMARY*

(Supporting data is provided to sample representative site characteristics.)

GUAM: 1. Andersen AFB; Naval Installations--2. COMNAVMAR (Headquarters of Commander, Naval Forces Marianas), 3. Ciro, 4. Naval Air Station (Agana), 5. Nav Com, 6. Naval Hospital, 7. Naval Station (Operations Support), 8. Naval Regional Medical Center, 9. Naval Communication Master Station, 10. U.S. Naval Magazine, Guam (NAVMAG).

JAPAN: 11. Atsugi (425), 12. Iwakuni (4,000), 13. Kamiseya, 14. Misawa (3,100), 15. Sasebo (100), 16. Tachikawa, 17. Yokota (3,000) 18. Zama (1,140), 19. Fuji (100 - 4,000).

KOREA: Eighth Army, 35,000; Air Force, 7,000; Navy and Marine Corps, 1,000; 20. Ames, 21. Carroll, 22. East Casey, 23. West Casey, 24. Greaves, 25. Hovey, 26. Howe, 27. Kimpo, 28. Kunsan, 29. Kwangju, 30. Long, 31. Osan AB, 32. Page, 33. Pelham, 34. Pusan, 35. Red Cloud, 36. Stanley, 37. Taegu, 38. Yongsan, 39. Jackson, 40. Market, 41. Henry.

OKINAWA (Japan); Air Force, 10,000; Army, 1,200; Navy, 2,500; Marine Corps, 20,000; 42. Awase, 43. Courtney, 44. F.E.N., 45. Foster, 46. Futenma, 47. Hansen, 48. Kadena AB, 49. Kubasaki, 50. Makiminato, 51. Marine Float, 52. McTureous, 53. Naha, 54. NTA, 55. Schwab, 56. Shields, 57. Sukiran, 58. Tengen, 59. Tokasniki Island, 60. Torii, 61. Onna Point, 62. Zukeran, 63. Butler, 64. KMS, 65. Kuwae.

PHILLIPINES: 66. Clark Air Base (6,000), 67. Cubi Point, 68. O'Donnell, 69. San Miguel, 70. Subic Bay (4,000), 71. Wallace.

72. DIEGO GARCIA (Indian Ocean)

ICELAND: 73. Keflavik (joint Air Force and Naval installation), 74. Hofn.

STRATEGIC AIR COMMAND CONTINENTAL U.S. AIR BASES: 75. Ellsworth (South Dakota), 76. Grand Forks (North Dakota), 77. Minot (North Dakota); 78. F.E. Warren (Wyoming).

CARIBBEAN: 79. Bermuda Naval Air Station, 80. Guantanamo Bay, Cuba; 81. Roosevelt Roads Naval Base, Puerto Rico, 82. Sabana Seca, P.R., 83. Fort Allen, P.I., 84. Antigua.

TAIWAN: 85. Ching Chuan Kang Air Station, 86. Tainan, 87. Taipei.

ANTARCTICA: 88. McMurdo (Navy).

*Not all installations are active at any given time, some have been discontinued for various political, military, or institutional reasons.

On the following page, Los Angeles district, military, and general civilian populations are compared statistically. General parallels are clear and suggest part of the reason the Overseas Program has continued to expand by meeting both military and civilian market demands. See Section 9, Labor Markets and the College Program.

Table 5.3*

FALL 1978 STUDENT AND ENROLLMENT CHARACTERISTICS, BY COLLEGE, IN PERCENT¹

College	Age Categories			Race Categories*					Gender		Education		
	Under 25	25-34	Over 34	Black	Hispanic	Oriental	White	Other	Female	Male	Freshman	Sophomore	Other
ELAC	57	27	16	6	67	12	13	2	53	47	66	23	11
LACC	50	32	18	39	18	20	20	3	53	47	66	24	10
LAHC	53	21	26	17	18	15	46	4	56	44	63	23	14
LAMC	33	28	39	11	39	3	44	3	65	35	75	15	10
LAPC	60	19	21	3	6	5	82	3	53	47	64	24	12
LASC	48	32	21	96	1	2	1	1	64	36	72	24	4
LATTC	45	33	22	54	21	9	14	3	38	62	71	22	7
LAVC	52	26	22	6	12	7	71	4	57	43	62	24	14
WLAC	43	27	30	47	6	8	37	2	60	40	64	20	16
District	51	27	22	28	20	10	39	3	53	47	66	23	11

*67 percent of total enrollment reported ethnic status.

¹Office of Educational Information Services, Educational Services Division, Los Angeles Community Colleges, Enrollment and Attendance 1969-1979, June, 1979, and CCAF 130 enrollment report, Fall 1978 (computer printout).

Table 1.1

Age Distribution of Military Enlisted Personnel and Civilian Sector
Employed Workers, 1977
Percent

Category	Age					
	Under 20	20-24	25-34	35-44	Over 44	
Military enlisted personnel	18	87%	42	27	11	1
Civilian sector employed workers	8	14	26	19	33	
Male workers	8	13	26	19	34	

* A comparison of the data from Tables 1.1 and 5.3 quickly shows the parallels between the military enlisted personnel group, the civilian sector employed workers, and the Los Angeles district students for the major factor--age category. The limited number of women (military enlisted, 1980--7.5%) in the armed services compared to the district's 53% has unassessable significance, as does the proportion of Blacks (21% military enlistees, 28% in the district) especially considering the divergent minority enrollments shown for the district's nine urban campuses.

Observations of District and Military Student Populations

Supplementing the statistical data is the Overseas Program operational experience. Detailed statistical information is only recently beginning to be available from the PACAF education section, but field observation confirms that military populations served are significantly like those of the district, although Los Angeles urban minority group enrollments may be higher than the military. Clearly, the percentage of men in the military group is high and is likely to remain so for the foreseeable future.

The level of academic achievement for district students shown in Table 5.3 is markedly higher than figures for the military enlisted ranks reveal, partly because the district data includes only actual enrollments at the college level, partly because the military attracts a disproportionately higher number of lower achievers. For example, the share of servicemen with some college experience who have enlisted in the Army has dropped from 13.9% in 1964 to 3.4% in 1979 according to the June 9, 1980 Time Magazine cover story on military manpower. In 1979, only 58% of enlistees in all the services had high school diplomas.

This trend of lower academic achievement is of great concern to military authorities, particularly the Army and the Marine Corps. The district, with other civilian schools, has taken important steps to provide appropriate programs for this clientele, including a massive Basic Skills Program for the Army in Korea and continuing Adult Education efforts for the Marines in Okinawa.

Geographic Distribution of the Overseas Program

Figure 5.4 locates the Overseas Program's 88 sites listed in Table 5.2.

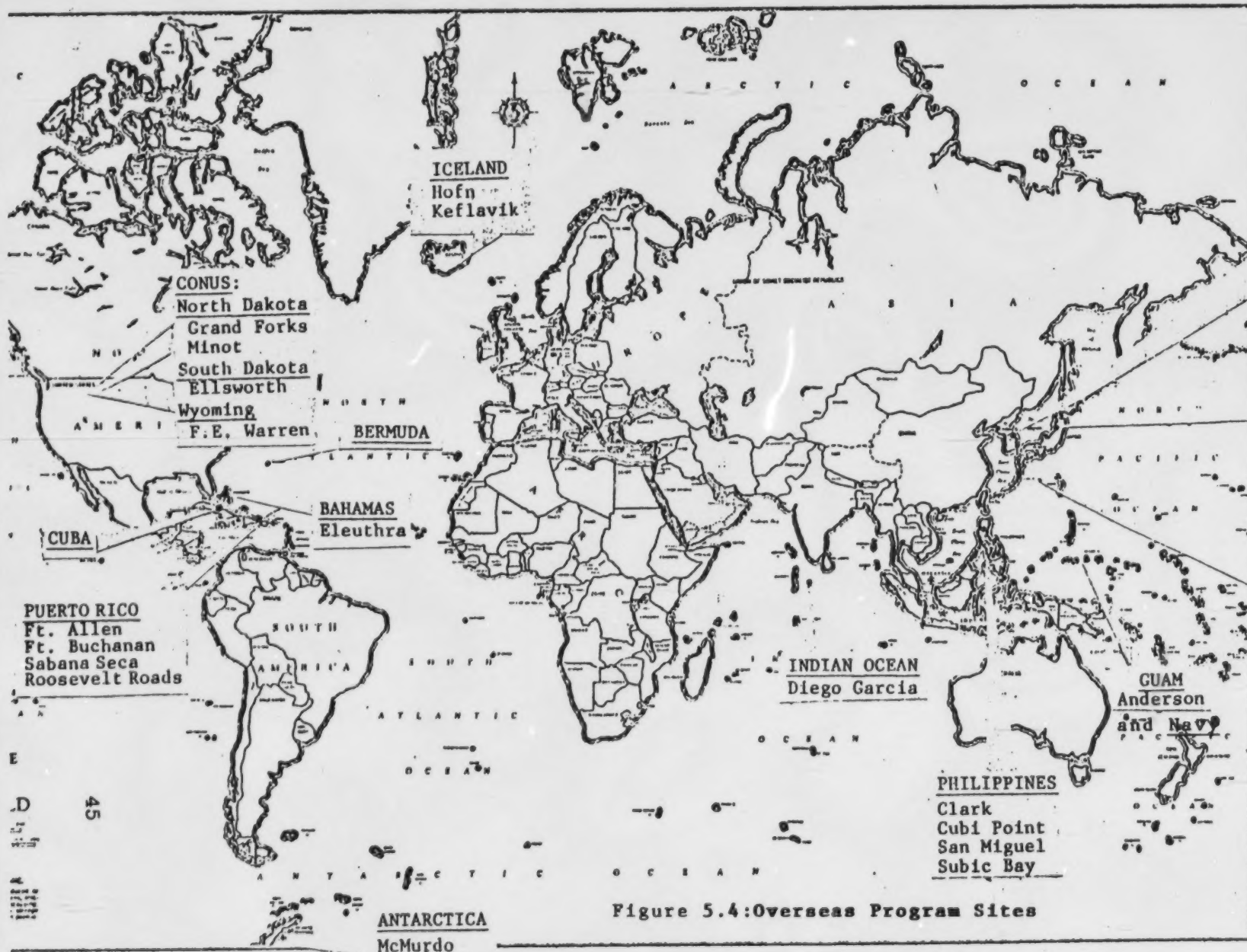


Figure 5.4: Overseas Program Sites

6 NEEDS AND PREFERENCES OF THE MILITARY FOR COLLEGE PROGRAMS

The term "community college" as developed in California makes the college a partner with the people it serves. The Overseas Program embodies partnership as the specific needs and preferences of the "community"--the military--continuously translate into concrete educational programs when and where they will do the most good.

At least four factors powerfully reenforce the Program's capability to respond cogently to military needs. The first is the compressed time cycle of terms--five eight-week sessions per year--which permits prompt generation of curricula and classes as needs arise. Recently, a ship repair detachment was assigned to Subic Bay in the Philippines: within two months, a diesel engine repair course was operating at the request of base Education Services staff.

A second factor is the contract system under which the district and the military negotiate annually for the details of each year's program. This process facilitates prompt adaptation of college resources to regional and base needs. Command-wide agreements integrate the local education offices and college administrators in formal systems to implement and evaluate courses and overall program conduct at each center.

Third, the Program's instructional staff is largely recruited from credentialable candidates living in local base communities. While there are limitations in such reliance on adjunct faculty, it strongly links the college and its students through faculty drawn from the military population and strengthens the community-college dialogue.

Fourth and most compelling, is the unequivocal and specifically implemented commitment of the national defense establishment to supporting voluntary education programs. This commitment ranges from annual allocation of appropriated funds for education to the maintenance of a cadre of dedicated and competent counselors for military personnel. Included are command encouragement of voluntary education, substantial provision of base libraries, improved promotion possibilities for servicemembers who earn degrees, and the highly visible support of officers and non-commissioned officers who speak at graduations, visit classes, and extol the virtues of education with virtual unanimity.

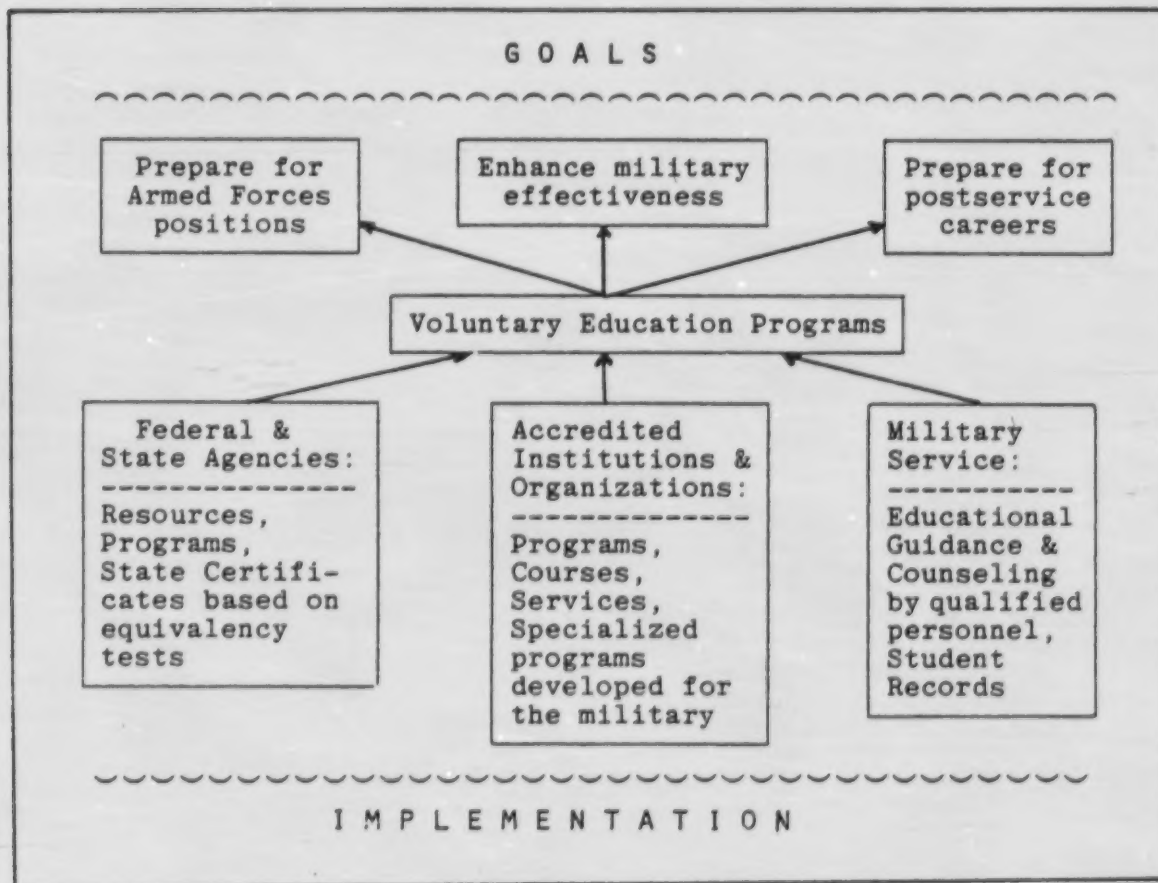
While the district has carefully preserved and protected the integrity of its own college authority in providing curricula to meet military needs and preferences, it has worked closely with two primary agencies--the Department of Defense and the Servicemembers' Opportunity Colleges Network in developing guidelines for voluntary education programs.

The Servicemembers' Opportunity Colleges network links some 400 postsecondary institutions who cooperate to facilitate voluntary education programs for the military. SOC's most recent statement of principles and criteria, coauthored by the Dean of the Overseas Program, is attached as Appendix 7.

During the almost eight years the district has operated its Overseas Program, the Department of Defense has continued to strengthen the systems by which it supports voluntary education. The Department's systems are contained in DoD Directive 1322.8, revised early in 1980. The Overseas Program is operated in compliance with the Directive which includes procedures for needs assessment and other program essentials. The general provisions of the Directive are

summarized in Table 6.1 below and the full text provided in Appendix 8.

Table 6.1
SUMMARY OF DoD DIRECTIVE 1322.8
Voluntary Educational Programs
for Military Personnel



The Program's history shows the remarkable congruence with which the district has assayed and met the long-range and day-to-day needs and preferences of the military. It is partly to refine and strengthen response capabilities of the Program that the district seeks approval for the proposed college dedicated primarily to the selected service community.

7 COMMUNITY SUPPORT

The Overseas Program's history is the best evidence of support from the military community. Recent correspondence from military authorities generated at the request of Program field managers predictably affirmed the positive views held by these commanders and educators of the Program.

Typical is the June 10, 1980 statement of Lt. Col. James Edwards, Head, Education Branch, United States Marine Corps:

"We are extremely pleased with LAMC's programs for Marines overseas and hope that we can mutually continue to provide the best possible quality education programs for them in the future."

Of the endorsements attached at Appendix 9, the authors include Dr. Edwin C. Peterson, Chief of Education for the Pacific Air Forces who has coordinated the district's participation in the Pacific since inception; Major General James R. Hildreth, Commander of the 13th Air Force in the Pacific, one of the largest Air Force units; Col. Thomas McInerney, Commander of the 3rd Tactical Fighter Wing at Clark Air Base in the Philippines; and Col. Arthur C. Weiner, Vice Commander of the 3rd Combat Support Group.

Los Angeles community support is evidenced by the seven elected District Trustees whose action on December 5, 1979 (See Appendix 1) established the proposed college.

8 INTERNATIONAL EDUCATION AND PRODUCTION OF LEARNING
MATERIALS

Two additional units are projected for inclusion in the proposed college. The first is the International Education unit which would operate the district's modest summer program of courses abroad under field trip provisions of the Education Code, and a Production of Learning Materials unit to develop curricula and instructional software under contract to private and public sector users.

9 LABOR MARKETS AND THE COLLEGE PROGRAM

The military and civilian labor markets for Overseas Program students and offerings are remarkably similar as amplified by the Brookings Institution monograph cited earlier and displayed in the following comparison of civilian and military occupational data.

Table 9.1

Table 3-3. Distribution of Civilian Sector Workers and Military Enlisted Personnel by Occupational Category, 1977
Percent

Occupational Category	Civilian Sector Workers		Military Personnel	
	Total	Male	Total	Enlisted
Common to both sectors-				
Technical	15 ^b	15 ^b	30 ^b	28 ^e
Managers and administrators	10	14	3	d
Clerical workers	18	6	15	18 ^e
Craftsmen	13	21	23	27 ^f
Service workers	14	9	10	12 ^g
Mainly confined to one sector-				
Tactical operations officers and infantry, gun crews, and seamanship specialists	...	...	19	16
Farm workers	3	4	...	...
Sales workers	6	6	...	...
Other (operatives and nonfarm workers)	20	25	...	...

Sources: Unpublished data provided by the Office of the Assistant Secretary of Defense for Manpower, Reserve Affairs, and Logistics; and U.S. Department of Labor, Bureau of Labor Statistics, *Employment and Earnings*, Vol. 25 (May 1978), table A-22, p. 35. Percentages are rounded.

a. Includes officers. General officers and executives; administrators; and supply, procurement, and allied officers are classified as managers and administrators. Intelligence; engineering and maintenance, and scientific, professional, and medical officers are classified as professional workers. The classification of the enlisted personnel is explained in the notes below.

b. Includes professional workers.

c. Includes electronic equipment repairmen, communications and intelligence specialists, medical and dental specialists, and other technical and allied specialists.

d. To some extent a few enlisted positions may involve administrative duties, apart from the supervisory responsibilities of staff at the E-8 and E-9 levels. However, because it is difficult to distinguish between supervisors and administrators among enlisted personnel, and because officers include a relatively well-defined class of managers and administrators in the military, it is assumed here - perhaps at the risk of oversimplification - that managerial positions are normally filled by officers.

e. The "functional support and administration" category.

f. Includes "electrical/mechanical equipment repairmen" and "craftsmen" categories.

g. The "service and supply handlers" category.

Commenting on their data, the Brookings authors (using their table citation of 3.3 for Table 9.1 above) emphasize the comparability of the two markets:

The changes in the military occupational structure and in the skill composition of defense manpower resemble the occupational shifts that have occurred in the civilian sector, where technological advancement has similarly been manifested in the growing proportion of the labor force concentrated in the technical and craftsmen occupations. As a result of mechanization and automation, employment in two labor-intensive occupations, each unique to its sector, declined: the armed forces have come to rely less and less on infantry, and the civilian economy witnessed a dramatic fall in the proportion of the labor force engaged in agriculture -- from 13 percent in 1947 to only 3 percent in 1976.⁹

The data in table 3-3 indicate that contrary to perceived stereotypes, not only do the defense and civilian sectors have a significant number of occupations in common, but the proportion of technical and craft workers is greater in the military. In particular, the percentage of technical enlisted jobs is almost twice as large in the armed forces as in the rest of the economy. Over a quarter of all enlisted positions fall in the category of crafts, while only 13 percent of civilian workers are craftsmen; and even when only the male civilian work force is considered, still only about a fifth of its members are employed as craftsmen.

These figures are instructive inasmuch as they reveal a considerable occupational overlap between the military and the civilian sectors.

Course and frequency data for the Overseas Program confirm that operated classes have consistently reflected the present and future occupational trends of labor markets as suggested by the Brookings researchers. Figure 9.2 provides a sample page of the regularly generated report of course and student frequency, and Figure 9.3 condenses those offerings by occupational categories for comparison with Figure 9.4, Los Angeles and Long Beach Area Projections of Employment By Industry and Overseas Program Study Majors, and Figure 9.5, United States Projections of Employment by Occupation and Overseas Program Study Majors.

The congruence of Program offerings and labor markets is consistent and substantial.

Figure 9.2: Sample Page of Course Frequency Report

PD05050-2

LOS ANGELES COMMUNITY COLLEGES OVERSEAS PROGRAM

PAGE

02/23/80

COURSE AND STUDENT FREQUENCY REPORT BY STUDENT FREQUENCY

COURSE ABBREV	COURSE NUM	LTR	COURSE TITLE	COURSE FREQ	STUDENT FREQ	FIRST OFFER
PHOTO	010		BEGINNING PHOTOG	492	6,367	4/73
ADM JUS	001		INTRO LAW ENFORCEMENT	405	5,167	1/72
ADM JUS	005		CRIMINAL INVEST	318	4,195	2/73
ADM JUS	002		CONCEPT/CRIMINAL LAW	268	3,115	2/72
MATH	030		ARITH FOR COLL STUD	337	3,056	3/77
ADM JUS	003		LEGAL ASPTS EVIDENCE	251	2,923	1/72
POL SCI	001		GOVERNMENT OF U S	234	2,849	1/75
ADM JUS	006		PATROL PROCEDURES	208	2,729	2/73
ADM JUS	067		COMMUNITY RELATINS 1	234	2,710	5/76
BUS D P	001		PRIN/BUS DATA PROC 1	232	2,622	2/72
PSYCH	001		GENERAL PSYCHOLOGY 1	195	2,577	2/75
SUPV	003		HUMAN RELATIONS	155	2,494	4/77
BUS	001		INTRODUC TO BUSINESS	209	2,445	5/76
ELECTRN	004		FUNDAMENTALS 1	235	2,290	2/73
AVIATEK	053		AERO GRND SCHOOL 1	196	2,268	5/77
ADM JUS	004		PR/PROC JUSTICE SYS	200	2,166	2/72
ADM JUS	008		JUVENILE PROCEDURES	164	2,073	1/74
REAL ES	001		REAL ESTATE PRIN	172	2,038	1/74
ELECTRN	010		MATH OF ELECTRON 1	209	2,033	5/75
HISTORY	013		US/TWENTIETH CENTURY	199	1,904	3/76
MATH	017		FOR LIBERAL ARTS	169	1,764	4/73
COOP ED	291		WK EXPER IN MAJOR 1	179	1,620	4/73
SEC SCI	001		TYPEWRITING 1	181	1,520	3/74
MGMT	013		SML BUSINESS MGMT 1	126	1,512	5/74
MGMT	002		ORGAN&MGMT THEORY	133	1,491	2/74
ADM JUS	049		NARCOTICS VICE CONT	111	1,474	3/78
MATH	004		COLLEGE ALGEBRA	120	1,435	2/75
ADM JUS	007		TRAFFIC CONTROL	117	1,425	2/73
DEV COM	020		FUND/COMMUNICATIONS	144	1,382	3/77
SUPV	012		WRITTEN COM/SUPERVRS	119	1,359	2/78
ELECTRN	005		LAB/FUNDAMENTALS 1	127	1,349	3/73
ACCTG	021		BKPG AND ACCTG 1	129	1,338	4/73
E D A	010		EMER MEDICAL TECHN 1	100	1,274	1/79
ENGLISH	001		READING&COMPOSITN 1	112	1,219	4/76
BUS D P	023		PROGRAMMING LAB	145	1,193	1/74
SUPV	001		ELEMENTS SUPERVISION	103	1,175	2/77
ACCTG	001		INTRO ACCOUNTING 1	82	1,154	5/73
MGMT	031		EMPLOY HUMAN RELATNS	99	1,146	3/75
E D A	010	A	EMER MEDICAL TECH 1A	91	1,116	4/79
ENGLISH	064		BASIC SKILLS	91	1,055	2/77
DEV COM	021		FUND OF WRITING	109	1,020	4/75
SUPV	004		SUP RESPON MGMT PERS	48	996	1/77
ADM JUS	054		INTERROGATION	77	948	4/76
ACCTG	031		MATH OF ACCOUNTING	79	946	3/75
ELECTRN	006		FUNDAMENTALS 2	120	933	3/73
SOC	001		INTRO TO SOCIOLOGY	78	926	5/75
ANATOMY	001		INTRO TO HUMAN ANAT	75	913	5/77
JAPAN	012		INTRO TO JAPANESE 1	85	874	2/77

OVERSEAS PROGRAM'S MOST FREQUENTLY OFFERED
COURSES BY OCCUPATIONAL CATEGORIES

Major*	Employment Opportunities	Courses Taken -- Required & Related	Total Enrollment
Accounting	Accountants	Acctg 1, 2, 15, 17, 21, 31, & 37	4,592
Administration of Justice*	Police Officers & Detectives	AJ 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 15, 27, 39, 42, 49, 50, 53, 56, 57, 59, 60, 63, 67, 75, 80, & Corr 1	34,240
Business*, Management & Supervision*	Managers, Proprietors, Administrators, Office Managers, Clerical Supervisors, Blue Collar Worker Supervisors, etc.	Bus 1, 5, 10, 31, 38, Sec Sci 1, 2, 10, 10A, 10B, Fin 2 & 8, Math 30, Mgmt 2, 6, 13, 14, 31, 33, 47, 48, 62, 64, 65, 66, 67, Law 1 & 2, Econ 1 & 2, Merchdzg 21, Supv 1, 2, 3, 4, 5, 6, 11, 12, 14, Psych 1, 3, 4, 6, 11, 14, 20, 43, Soc 1 & 2	32,129
Business Data Processing	Computer Specialists	BDP 1, 2, 22, 23, 27, 29, 30	5,534
Electronic Systems Tech*	Engineers, Science Technicians	Electrn 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 30, 33, 44, 81, CoTech 1, Math 1, 3, 4, 5, 17, 19, 20, 31, 31AC, 39, Eng Gen 2, Chem 4, 11 & 30, Env Sci 1, Phys Sci 1, Rad Comm 71	18,561
Real Estate*	Agents, Brokers, Appraisers	RE 1, 3, 5, 7, 9, 11, 14, 16, 18	4,455
<u>CERTIFICATE PROGRAMS ONLY:</u>			
Air Conditioning & Refrigeration, Auto Mechanics, and Aviation Maintenance	Mechanics	Air Cond 1, 5, 9, 13, 15, Ref A/C 1, 2, 3, 4, 11, 17, 18, 26, Autotek 1, 3, 4, 5, Automek 12, 30, 33, 34, 37, 39, 45, 46, 47, 48, 55, 56, Mcycmek 14 & 16, Aviatek 1, 2, 3, 11, 12, 15, 25, 26, 27, 28, 29, 53, Weld G/E 1, 2, 3, 4, 6, 8	14,137

* Includes both Major and Certificate programs

Figure 9.3 continued

Certificate Program	Employment Opportunities	Courses Taken -- Required & Related	Total Enrollment
Emergency Medical Technician	Health Technicians, Health Service Workers	EDA 10, 10A, 10B, 10AC, 10DF, Ald Hlth 1, 2, 21, Anatomy 1, Biol 1, 3, 25, Env Sci 2, Physiol 1, Micro 20	7,651
Fire Science & Fire Management	Firefighters	FS 1, 2, 3, 6, 8, 9, 13, 14, 17, 20, 21, FM 10, 20, 21, 30, 40, 41	4,037
Sub Total:			125,336
<u>Courses Fulfilling Graduation Requirements:</u>			
Natural Science		Astron 1, Earth Sci 85, Meteor 3, Oceano 1, 2, 10	1,554
American Institutions		History 5, 11, 12, 13, 20, Pol Sci 1, Afro Am 4 & 5	7,410
Humanities		Art 11, 20, 27, Human 6, 19, 31, Music 28, 60, 84, 185, Philos 1, Japan 12, Korean 1 & 51, Span 21	4,400
Learning Skills		Dev Comm 20, 20AC, 21, 23, English 1, 2, 44, 64, Journal 1	19,058
Sub Total:			17,952
<u>Additional Courses Relating to All Majors:</u>			
Cooperative Education		Coop Ed 91, 92, 291, 292, 293, 491	3,486
GRAND TOTAL:			147, 880

As of February 1980 total enrollment in the Overseas Program is 178,011. The above course offerings related to employment opportunities in the Southern California and overall United States areas, as compared to the following charts, represent over 83% of all LACCO enrollments.

Figure 9.4

LOS ANGELES AND LONG BEACH AREA PROJECTIONS OF EMPLOYMENT BY INDUSTRY

MAJOR*	Employment Possibilities	Current Employment	1985	Annual Job Opportunities
			Estimated Employment	
Accounting	Accountants	56,284	59,513	2,629
Administration of Justice*	Police Officers, Detectives	17,758	18,881	437
Business*, Management & Supervision*	Managers, Proprietors, Administrators, Office Managers, Clerical Supervisors, Blue Collar Worker Supervisors, etc.	883,667	964,629	53,354
Business Data Processing	Computer Specialists	23,101	26,020	838
Electronic Systems Tech*	Engineers, Science Technicians	45,449	47,371	1,118
Real Estate*	Agents, Brokers, Appraisers	30,043	35,416	3,170
<u>CERTIFICATE PROGRAMS ONLY:</u>				
Air Conditioning & Refrigeration, Auto Mechanic, and Aviation Maintenance	Mechanics, Repairers, Installers	130,958	144,551	5,702
Emergency Medical Technician	Health Technicians, Health Service Workers	88,220	103,334	6,175
Fire Science & Fire Management	Firefighters	7,629	7,550	70
TOTAL:		1,283,109	1,407,265	73,493
Total of all jobs in LA-Long Beach area:		3,877,217		195,131

* Includes both Major and Certificate programs

Statistics taken from Projections of Employment by Industry and Occupation 1980-85 by the State of California, Employment Development Department, Employment Data and Research Division, September 1979

Figure 9.5

UNITED STATES PROJECTIONS OF EMPLOYMENT BY OCCUPATION AND OVERSEAS PROGRAM

STUDY MAJORS		1976	
MAJOR*	Employment Possibilities	Estimated Employment	Annual Job Opportunities
Accounting	Accountants	2,565,000	146,500
Administration of Justice*	Police Officers, Detectives	646,600	43,300
Business*, Management & Supervision*	Managers, Proprietors, Administrators, Office Managers, Clerical Supervisors, Blue Collar Worker Supervisors, etc.	2,120,000	124,450
Business Data Processing	Computer Specialists	955,000	25,800
Electronic Systems Tech*	Engineers, Science Technicians	2,149,000	103,250
Real Estate*	Agents, Brokers, Appraisers	450,000	45,500
CERTIFICATE PROGRAMS ONLY:			
Air Conditioning & Refrigeration, Auto Mechanics, and Aviation Maintenance	Mechanics, Repairers, Installers	1,560,000	76,500
Emergency Medical Technician	Health Technicians, Health Service Workers	527,000	57,000
Fire Science & Fire Management	Firefighters	210,000	8,300
TOTAL:		11,182,600	630,600

*Includes both Major and Certificate programs

Statistics taken from The Job Outlook in Brief, a reprint from the Spring 1978 Occupational Outlook, Quarterly, The U.S. Department of Labor's Career Guidance Magazine, Spring 1978

10 OBJECTIVES AND GOALS OF THE COLLEGE

The objectives and functions of the proposed Metropolitan College derive from the college's primary specific task--the provision of quality community college education to members of the military. Sources of current objectives and functions are:

1. Statements of goals by the three sponsoring district colleges of the Overseas Program published in the respective catalogs and annual reports of Los Angeles City College, East Los Angeles College, and Los Angeles Trade Technical College.
2. Statements of goals articulated by each operating division of the district as contained in the district's Annual Report 1979.
3. Department of Defense Directive 1322.8, February 1980, Voluntary Educational Programs for Military Personnel.
4. Principles and Criteria of the Servicemember's Opportunity Colleges.
5. Contracts under which the college performs services for the military community, primarily the PACAF Agreement.

The objectives and functions of the college are stated in the LACC Overseas Program Catalog and the college's annual Operating Plan. The catalog statement of objectives is:

"The Los Angeles Community Colleges Overseas Program strives to:

1. Provide continuing community college education programs and incentives where otherwise unobtainable for military personnel stationed in the United States and overseas, and
2. Contribute to the educational, social, and cultural enrichment of military and other government employees stationed at military sites in the United States and elsewhere."

Refinements:

From its beginning eight years ago, the Overseas Program dialogue has operated among program administrators in Los Angeles and in the field, and has extended to national military education leaders, Education Services Officers (ESO's) in the field, and administrators from other institutions offering programs to the military. With the advent of the proposed college, prompt establishment of an Academic Senate and Educational Policy Council will insure forums for refinement of suitable goals, objectives, and functions.

Philosophy: An educational institution, especially a new and specialized community college, is likely to perform meaningfully only if it possesses a reasonable sense of what it is about. The college intends to subscribe to fundamentals from which concrete goals derive:

1. Educational process is viable and improves the quality of life for all members of society.
2. The values of civilized society and democratic government are worthy of perpetuation and require conscious, deliberate effort by responsible citizens if they are not to languish and die.
3. Postsecondary education is obligated to expose its students to all aspects of culture and civilization from language, art, and history to science and technology.
4. Educational institutions must aggressively defend and promote unrestricted inquiry and learning for all members of the community in an orderly environment conducive to achievement and personal growth.
5. Education should be challenging, enriching and life-enhancing for all its participants.
6. The contemporary community college is a flexible and responsive institution filling a vital niche in the educational ecology of modern American society and uniquely equipped to serve an otherwise educationally disenfranchised student population.

7. Education has a responsibility to focus upon social values, behavior, and mores which transcend subject matter.

Statement of Goals and Objectives:

Derived from the premises above, the following goals and objectives are included in the 1980 Operational Plan.

Operational Plan: Goals

1. Initiate and implement foundations and frameworks of a college structure adapted to the special purposes for which the college has been conceived to:
 - a. Deliver quality education programs on military installations to members of the Armed Services, their dependents, and government employees.
 - b. Deliver appropriate education programs to students of the Los Angeles Community College District in international settings.
 - c. Develop, implement, and deliver instructional programs and educational materials for private and public sector users under contract.
2. Describe, appraise, plan, and document the functions and activities of the college in a program leading to accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.
3. Develop and refine a plan of finance for the college which will insure self-sufficient operation with stability and flexibility.
4. Establish a network of relationships with the colleges and central administration of the district permitting efficient application of available resources to the needs of the respective institutions and their students.

Operational Plan: Objectives and Functions

1. Develop and refine instructional packages in a range and depth adequate for existing and contemplated users of such services under contract.

2. Devise and implement a program of personnel recruitment for college overseas staff to provide an adequate pool of qualified persons from district campuses.

3. Refine and implement a compensation package for persons assigned overseas which will attract and retain qualified people.

4. Locate and secure consolidated space facilities for the college and its support agency, the International Education Foundation.

5. Refine college policy and procedures, both internal and contract-secured, to insure efficient operation of headquarters, field, and foundation functions.

6. Conduct institutional self-study, field evaluation, and other steps leading to Western Association accreditation by January 1981.

7. Develop and refine contract mechanisms for operation of production of learning materials, international education, and military on-base education programs consonant with the mission of the college.

8. Initiate and maintain fiscal control systems and procedures which will assure rigorous accountability, cost-effective operations, and maintenance of economic self-sufficiency.

9. Refine policy and procedures for recruitment, qualification, and retention of adjunct faculty in the field, including credential verification.

10. Coordinate communications with Department of Defense and Armed Services leaders as well as other civilian schools to develop coordinated national policy relating to operation of on-base military education programs, including improved contracting processes.

11. Conduct twenty-five District International Education Programs during 1980-81 academic year with faculty from the nine sister campuses and students eligible to attend district colleges, for delivery abroad.

12. Recruit and enroll 31,000 Overseas Program students for the 1980-81 academic year.

13. Initiate and maintain a coordinated program of public and staff relations with the district, the nine colleges, contract users, and other publics which will generate and assure a supportive environment for the college.

14. Develop, refine, and adapt suitable college publications, including catalogs, bulletins, handbooks, etc., which will provide a base of information for college staff and publics.

15. Develop and refine data links with the district and other potential sources and beneficiaries for college information systems.

16. Develop and refine an extension of the self-study to assure continuous assessment of college operation in relation to goals and objectives.

Implementation of Objectives:

The development and dissemination of goals and objectives, until January 1980, was accomplished through regularly published policy statements and formal and informal inquiries between headquarters and field staff.

Frequent field visits by the Overseas Program dean to area offices and biannual area directors conferences furthered dialogue among managers throughout the program.

With the Board of Trustee's action to establish Metropolitan, immediate refinement of policy formulation and priorities among functions was begun by the president through solicitation from all staff of a priorities list which was published following exhaustive review.

The district intends that its development of goals and objectives will be sufficiently specific to permit realistic assessment currently and in future.

Working closely with district staff, the college will prepare its Five Year 1980-85 Educational Master Plan for inclusion with the comprehensive Plan in progress at district headquarters.

The February 1980 Facilities Master Plan submitted to the Chancellor's Office includes Metropolitan College for which no facilities requirements are planned. Some 12,000 square feet of office space have been leased in Los Angeles to house college and foundation staffs commencing in July 1980. All on-base administrative and instructional facilities are provided at no expense to the district under terms of educational services contracts.

Summary

For the proposed college, the district has developed a set of working objectives and goals compatible with the philosophy of the district and the military community. They will provide the base from which more concrete and measurable standards may be refined for precise evaluation.

CERTIFICATION

[illegible]

I, Pat Bethea
Name

Hearing Secretary _____, do hereby attest or
Title _____

certify that the attached is a full, true and correct copy of _____
EDUCATIONAL SERVICES COM. No. 2 - LOS ANGELES METROPOLITAN COLLEGE
adopted by the Board of Trustees of the Los Angeles Community College
District at the regular meeting of December 5, 1979.

I further attest or certify that the attached document is on file in the Chancellor's Office, Official Actions of the Board of Trustees of the Los Angeles Community College District, and that I am custodian of such records.

I declare, under penalty of perjury, that the foregoing is true and correct.

Executed this 5th day of March, 1980
at Los Angeles, California.

Pat Butcher



Board of Trustees

LOS ANGELES COMMUNITY COLLEGES

ACTION

Com. No. 2

Division: Educational Services

Date: December 5, 1979

Subject: LOS ANGELES METROPOLITAN COLLEGE

The following recommendations to establish Los Angeles Metropolitan College are presented to the Board of Trustees for action:

- (1) Approval of the establishment of Los Angeles Metropolitan College effective January 1, 1980; the college is ~~initially~~ to include the District's Overseas Program, the District's International Education Program, and a Production of Learning Materials component.
- (2) Authorization for the Chancellor to include Los Angeles Metropolitan College in the 1980-81 District budget.
- (3) Authorization for the Chancellor to create the position of president of the Los Angeles Metropolitan College; the Chancellor to recommend an acting president to the Board at its December 19th meeting.
- (4) Authorization for the Chancellor to establish a maximum of four temporary positions (effective during the spring 1980 semester only) funded by the existing Overseas Program budget to assist the president of Los Angeles Metropolitan College.
- (5) Authorization for the Chancellor to immediately seek candidate for accreditation status for Los Angeles Metropolitan College from the Western Association of Schools and Colleges.
- (6) Require the president of Los Angeles Metropolitan College to file a status report regarding the establishment of the college before the close of the 1979-80 academic year.
- (7) Authorization for the Chancellor to amend where necessary existing military contracts to reflect the establishment of Los Angeles Metropolitan College.

(Continued)

Recommended by:

John T. McCuen
John T. McCuen, Vice Chancellor
Educational Services

Approved by:

Leslie Koltai
Leslie Koltai, Chancellor
main motion *main motion*

Leslie Koltai, Chancellor and
Secretary to the Board of Trustees

By:

Pat Belcher

Date:

12/5/79

Albertson	✓	✓	Richardson	S	✓
Archie	✓	S ✓	Richman	about	about
Bronson	✓	✓	Tuttle	M	✓
Garvin	✓	M ✓			

- (8) Authorization for the creation of an educational policy committee to work with the president of Los Angeles Metropolitan College to assist with the development of policy and evaluation. The membership of this committee will be appointed by the president from nominations received from the academic senate and the collective bargaining agent; administrative and community members, one of whom to be a graduate of the Overseas Program, will be nominated by the Vice Chancellor, Educational Services Division, and one student representative position to be recommended by the District's student body.
- (9) Authorization for the creation of a faculty senate to advise the president of Los Angeles Metropolitan College on instructional matters as specified in Title V of the Government Code. Until such time as the College has sufficient full-time faculty to constitute this senate, the District Academic Senate shall nominate the membership of this body from District full-time faculty.

The following organization charts and summaries of functions are representative of the two Regions and nine geographic Areas presently administered by the Overseas Program.

METROPOLITAN COLLEGE
ADMINISTRATIVE FUNCTIONS

FAR EAST REGION DIRECTOR'S OFFICE-JAPAN

FAR EAST REGION DIRECTOR

Plans, develops and manages Metropolitan College's Overseas Program in the Far East Region. Supervises the area directors and interfaces between them and the Los Angeles office.

Coordinates with other educational institutions and the military on region matters.

ASSOCIATE DIRECTOR/BUSINESS SERVICES

Supervises the textbook and equipment functions and is the custodian of the Far East Region operating account. Also serves as Japan area director's business manager.

TEXTBOOK AND EQUIPMENT MANAGER

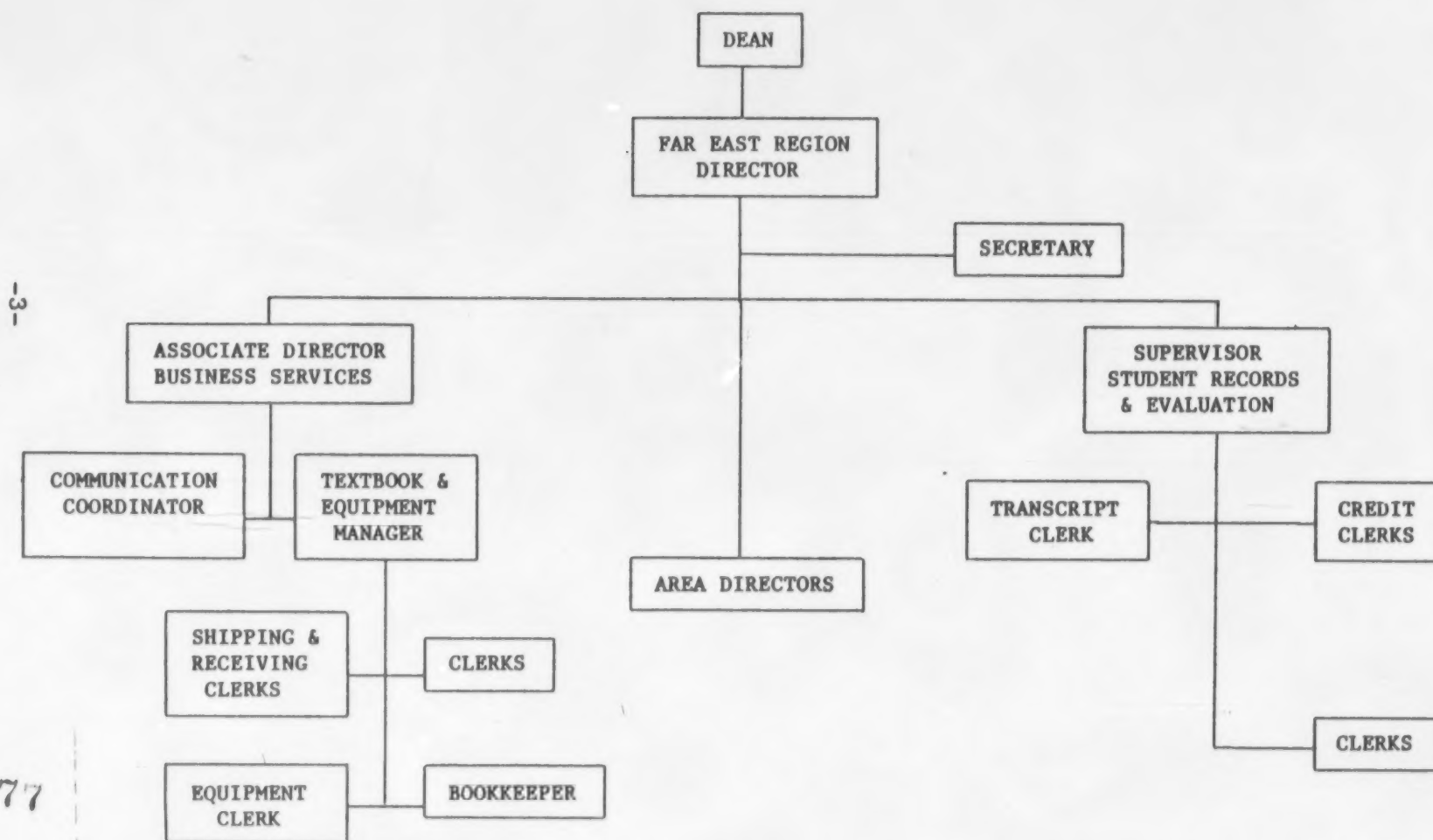
Responsible for acquisition, distribution and inventory of textbooks and equipment.

SUPERVISOR OF STUDENT RECORDS AND EVALUATION

Responsible for maintaining student records and providing student evaluations and transcripts.

LOS ANGELES METROPOLITAN COLLEGE ORGANIZATION CHART

FAR EAST REGION DIRECTOR'S OFFICE JAPAN



METROPOLITAN COLLEGE
ADMINISTRATIVE FUNCTIONS
AREA DIRECTOR'S OFFICE - KOREA

AREA DIRECTOR

Plans, develops, and manages Metropolitan College's Overseas Program in his area.

ASSISTANT AREA DIRECTOR

Responsible for the operation of the instructional program and supervises the area coordinators.

COORDINATOR/CURRICULUM AND INSTRUCTION

Organizes curricula materials and is responsible for instructor orientation and training for college and adult education programs, and related matters.

BUSINESS MANAGER

Responsible for registration, payroll, VA collection, office expenditures and other business-related matters.

COORDINATOR/STUDENT SERVICES

Responsible for student records, on-site student evaluation, program guidance and related matters.

COORDINATOR/ADULT EDUCATION

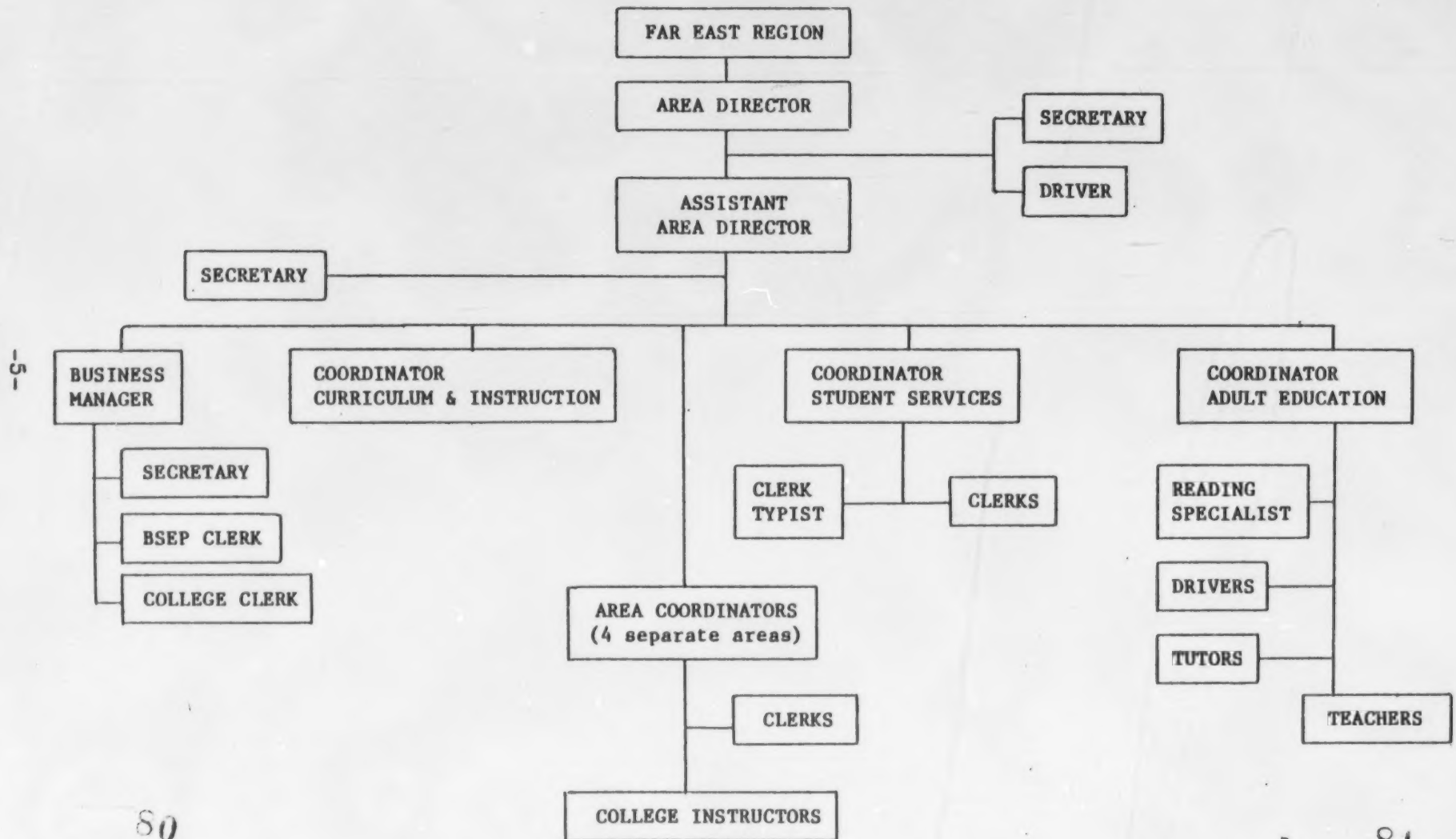
Responsible for the Basic Skills Education Program (BSEP) on Army bases and AEP programs on Air Force bases.

AREA COORDINATORS

Coordinates the instructional program with ESO's at bases in their sector and responsible for the delivery of classroom instruction and all attendant functions.

LOS ANGELES METROPOLITAN COLLEGE ORGANIZATION CHART

AREA DIRECTOR'S OFFICE KOREA



APPENDIX 3, PACAF CONTRACT

The following pages are reproduced from the Los Angeles district's fiscal year 1980 contract for educational services with the Pacific Air Forces (PACAF). Included are pricing, services to be performed, specifications of basic procedures, quality control provisions, payment mechanisms, and a sampling of government furnished support to the academic institution (AI).

Omitted are general Armed Services Procurement Regulation provisions applicable to most federal contracts and other general materials.

The contract is typical of the "command" contracts for operation of the Overseas Program, negotiated annually, which cover a large number of installations in a geographic region (theater).

STANDARD FORM 26, JULY 1966 GENERAL SERVICES ADMINISTRATION FED. PROC. REG. (41CFR) 1-10.101				AWARD/CONTRACT		PAGE 1 OF 2	
1. CONTRACT (Proc. Inv. Ident.) NO. F6460579D0009		2. EFFECTIVE DATE 79 AUG 01		3. REQUISITION/PURCHASE REQUEST/PROJECT NO. NA		4. CERTIFIED FOR NATIONAL DEFENSE UNDER BSOA REG. 2 AND/OR DMS REG. 1. RATING:	
5. ISSUED BY PACAF Contracting Center, Hawaii 15th Air Base Wing/LGC Hickam AFB HI 96853 Buyer/Symbol: Edward Morimoto/LGCVC Telephone: (808) 449-2206		6. ADMINISTERED BY (If other than block 5)		7. DELIVERY FOR DESTINATION ☐ OTHER (See below)			
8. CONTRACTOR NAME AND ADDRESS Los Angeles Community College District Overseas Program 520 S. Lafayette Park Place, Suite 100 Los Angeles CA 90057		9. DISCOUNT FOR PROMPT PAYMENT		10. SUBMIT INVOICES (4 copies unless otherwise specified) TO ADDRESS SHOWN IN BLOCK			
11. SHIP TO/MARK FOR CONTRACT NO. 79-7212		12. PAYMENT WILL BE MADE BY		13. THIS PROCUREMENT WAS ☐ ADVERTISED, ☐ NEGOTIATED, PURSUANT TO		☒ 10 U.S.C. 2304 (a)(6) ☐ 41 U.S.C. 233 (a)	
14. ACCOUNTING AND APPROPRIATION DATA WILL BE CITED ON DELIVERY ORDERS ISSUED UNDER THIS CONTRACT							
15. ITEM NO.	16. SUPPLIES/SERVICES	17. QUANTITY	18. UNIT	19. UNIT PRICE	20. AMOUNT		
1	Accepted as to items numbered 0001 to 0003.						
2	By deleting Section E in its entirety and substituting the attached two pages in lieu thereof.						
3	By making the following changes in Section F: a. Paragraph 1f. Add after last word in paragraph, "programs, when such courses are offered." b. Paragraph 1h. Add "Hickam Air Force Base, Hawaii" after "HQ PACAF/DPAE." c. Paragraph 1i. Add "Hawaii" between "Center" and "Hickam." d. Paragraph 1m. Add "in coordination" between "(ESO)" and "with" on first line.						
21. TOTAL AMOUNT OF CONTRACT \$							
CONTRACTING OFFICER WILL COMPLETE BLOCK 22 OR 26 AS APPLICABLE							
22. ☒ CONTRACTOR'S NEGOTIATED AGREEMENT (Contractor is required to sign this document and return ~~to~~ XXX to issuing office.) Contractor agrees to furnish and deliver all items or perform all the services set forth or otherwise identified above and on any continuation sheets for the consideration stated herein. The rights and obligations of the parties to this contract shall be subject to and governed by the following documents: (a) this award/contract, (b) the solicitation, if any, and (c) such provisions, representations, certifications, and specifications, as are attached or incorporated by reference herein. (Attachments are listed herein.)				26. ☐ AWARD (Contractor is not required to sign this document.) Your offer on Solicitation Number _____, including the additions or changes made by you which additions or changes are set forth in full above, is hereby accepted as to the items listed above and on any continuation sheet. This award consummates the contract which consists of the following documents: (a) the Government's solicitation and your offer, and (b) this award/contract. No further contractual document is necessary.			
23. NAME OF CONTRACTOR LOS ANGELES COMMUNITY COLLEGE DISTRICT BY BOARD OF TRUSTEES OF THE LOS ANGELES COMMUNITY COLLEGE DISTRICT <i>Dr. Lee</i> (Signature of person authorized to sign)				27. UNITED STATES OF AMERICA BY <i>Frank K. Toda</i> (Signature of Contracting Officer)			
24. NAME AND TITLE OF SIGNER (Type or print) D. W. Lee, Contracts Coordinator		25. DATE SIGNED 8/21/79		28. NAME OF CONTRACTING OFFICER (Type or print) FRANK K. TODA, Captain, USAF		29. DATE SIGNED 79 AUG 31	

CONTRACT NO. F6460579D0009

e. Paragraph 2a, line 2. Delete "Pacific" between "its" and "programs."

f. Paragraph 2b, second sentence. End at "date of class"; delete "if the faculty member(s) is hired in the Pacific."

g. Paragraph 8. Delete last sentence beginning with "Further, . . . California state credentialed."

h. Paragraph 9. Delete lead paragraph and substitute the following: "The Government will be responsible for payment to the AI of only the Government's share of the tuition costs set forth in Items 0001AA through 0003 of Section E of the contract for each credit hour of instructions provided to the military students who are entitled tuition assistance (TA), and the AI will collect the balance from each student. In addition, the AI will be responsible for collecting all tuition and other costs from students who are not entitled to TA."

i. Paragraph 10a. Change 100% Refund line to read, "If 25% or less of the term has been completed."

j. Paragraph 11a(1). Change "30" in last sentence to read "45."

k. Paragraph 11b. Change "7 to 10" in first line to read "10 to 15."

4 By adding to Section I, after last sentence: "The installation commander will designate a Quality Assurance Evaluator (QAE) at any performance site not serviced by an Education Service Officer (ESO)."

5 Award of this contract was approved by Col Robert E. Oyama, Director of Contracting, HQ PACAF Deputy Chief of Staff/Logistics, on 16 Aug 1979. Any costs incurred or payments made thereunder will be considered to have been made under this contract.

SECTION E

LOS ANGELES COMMUNITY COLLEGE DISTRICT

SERVICES - NONPERSONAL

		Est Qty	Unit	Unit Price	Amount
	Contractor will furnish instructors, administrators, materials and supplies (except stated as Government furnished) at the locations covered by this contract necessary to conduct:				
0001	High school level courses leading to a high school diploma and/or correction of an academic deficiency in high school math, reading comprehension, or English. (Includes placement testing and counseling).				
0001AA	EE1C 551 - Off-duty: Total tuition charge is <u>\$110.00</u> per enrollment. The Government's share of this charge is <u>\$82.50</u> which is equivalent to 75% of the cost per enrollment.	500	ENR	\$ 82.50	\$ 41,25
0001AB	EE1C 553 - On-duty: Total Tuition charge is <u>\$110.00</u> per enrollment. The Government's share of this charge is <u>\$110.00</u> which is equivalent to 100% of the cost per enrollment.	2,500	ENR	\$110.00	\$275,00
0002	Community College level courses, leading to the appropriate Certificate or Associate Degree, as contained in the Los Angeles Community College Overseas 79/80 catalog. Total tuition charge is <u>\$45.00</u> per credit hours (CH). The Government's share of this charge is <u>\$33.75</u> , which is equivalent to 75% of the cost per credit hour.	32,000	CH	\$ 33.75	\$1,080,00
0003	Technical/Occupational College level laboratory courses leading to the appropriate Certificate or Associate Degree as contained in the Los Angeles Community Colleges Overseas 1979/80 catalog. Total tuition charge is <u>\$50.00</u> per credit hour. The Government's share of this charge is <u>\$37.50</u> which is equivalent to 75% of the cost per credit hour.	8,000	CH	\$ 37.50	\$300,00

0004 A matriculation fee of five dollars (\$5.00) will be due from each student registering with the AI for the first term of instruction. This fee is not refundable except in the event the class is canceled by the institution.

TOTAL FOR ITEMS 0001 through 0003

\$1,696,250.00

Note No.1: Laboratory courses are those courses in which the number of laboratory hours is equal to or exceeds the number of lecture hours as specified in the catalog.

Note No.2: Non-credit Community Services courses when in the interest of the Government and on concurrence of AI shall be provided at no expense to the Government. Costs shall be borne by enrollees in the form of tuition fees.

SECTION F

DESCRIPTION/SPECIFICATIONS

1. SERVICES TO BE FURNISHED:

a. The contractor, also known as Academic Institution (AI) will enroll, counsel, provide administrative-clerical services, and instructions in specializations listed in Section E. The total student enrollment will include U.S. military personnel, U.S. DOD civilians, U.S. nonDOD personnel, dependents of all the above, local nationals, and third-country nationals.

b. Enrollment of U.S. civilians not U.S. Government sponsored, local nationals, and third-country nationals will be in conformance with appropriate SOFA or host-country agreements.

c. Requests by the U.S. Government for instruction shall be by delivery to the contractor of a blanket delivery order covering the estimated amount for service during each term by any U.S. Government contracting officer.

d. All students in the PACOM area accepted by the contractor will be registered in the same manner, be subject to the same academic regulations, and have the same privileges, including the use of all facilities and equipment normally furnished by the contractor.

e. The AI will issue the degrees stated in Section E to all students who have completed the printed program requirements. If all debts to the university are satisfied, a transcript or letter will be provided each student attesting to his or her completion of a degree within 30 days after completing the required program of study.

f. Programs cited in Section E are the only programs covered by this contract. No new programs may be offered or none deleted without a review by applicable service representatives, written service(s) concurrence and a modification to this contract that has been signed by both the AI and PACAF Contracting Center, Hawaii. The AI will refer all students needing or desiring general education or academic (versus technical/occupational) courses to the contract institution authorized to provide such programs.

g. The AI will provide clerical-administrative services at each education center covered by this contract in accordance with standards contained in Paragraph 7 of Section F.

Y

SECTION F

DESCRIPTION/SPECIFICATIONS

h. The AI will provide at least one full-time person, whose title will be Field Coordinator, for the purpose of the contract, who will serve at HQ PACAF/DPAE.

i. All queries concerning the provisions of this contract which would require interpretation, modification or amendment, shall be submitted through the applicable service representative, in writing, to PACAF Contracting Center, Hickam AFB, Hawaii 96853, for review and action as appropriate.

j. In the event an amendment of this contract is deemed necessary by the Government, PACAF Contracting Center, Hawaii will forward appropriate notification of amendment to the AI for agreement, signature, and return.

k. Likewise, in the event the AI deems amendment of the contract is desirable, the designated AI representative for this contract will forward an appropriate request for amendment to PACAF Contracting Center, Hawaii.

l. The AI is responsible for establishing procedures consistent with applicable National Accreditation Association guidances designed to ensure responsible instruction evaluation on a continuing basis.

m. The local Education Services Officer (ESO) with the AI representative, will develop course schedules to ensure that certificate and degree completion programs are projected and available. The ESO and AI will coordinate the course schedule. The finalized course schedule will be published and be available for distribution prior to the beginning of the 7th week of the ongoing term. Coordination of program schedules with higher levels of commands will be in accordance with applicable service policy.

n. The AI will conduct graduation, locally or Far East wide, annually for diploma, degree/certificate candidates, and it will provide a suitable speaker. The AI will inform the speaker, in writing, of the nature and composition of the audience at which the graduation address is to be made.

(1) Graduation arrangements are the responsibility of the AI. Unit level education personnel will not engage in graduation arrangements unless authorized to do so at least two months in advance by appropriate service directors.

SECTION F

DESCRIPTION/SPECIFICATIONS

(2) The AI will be responsible for all graduation details, including publicity, programs, invitations, and award of degrees.

o. All basic skill, high school, and community college classes will be conducted as resident courses similar to those provided on the main campus of the AI. The AI will make no distinction on any diploma, certificate or degree to indicate that the courses were not conducted on the home campus.

p. The high school and basic skills programs shall include not only course offerings, but also will include placement testing and/or educational guidance. Further, the high school program may include open learning centers, tutorial or classroom study as mutually agreed upon by the Government and the AI.

2. PROGRAM MATERIALS:

The AI will procure or arrange for procurement of all necessary textbooks, laboratory manuals, related materials and equipment required for use by the faculty and by the students for individual use, and will make provisions for delivery of all items to appropriate education centers for issue prior to the commencing of scheduled classes. Students will be offered the opportunity to purchase these materials.

a. The AI will develop and produce a Standard Bulletin (name may be bulletin or catalog, etc) outlining its Pacific programs and will provide it in reasonable quantities to each study center and higher headquarters covered by this contract. The Standard Bulletin will list all courses the AI is authorized to and is capable of offering and staffing which lead to completion of the programs of study listed in Section E of this contract.

b. The AI will develop and produce a "Pacific Area Faculty Guide" under the same conditions listed in Paragraph 2a above. The AI will issue the guide to each faculty member, explaining its contents, before leaving the home campus or in advance of opening date of class if the faculty member (s) is hired in the Pacific. Each ESO/director will also receive a copy of the "Pacific Area Faculty Guide".

c. The AI will develop and produce a syllabus/outline for each course to be distributed to students during the initial class meeting.

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SECTION F

DESCRIPTION/SPECIFICATIONS

3. PROGRAM PUBLICITY:

The AI will be responsible for preparation of explanatory publicity of a general nature concerning the programs noted in Section E of this contract. All such publicity will be coordinated with and through the appropriate local ESO prior to dissemination. Publicity included in this policy applies to such media as daily bulletins, base and other newspapers, Armed Forces Radio and Television, etc.

a. Publicity pertaining primarily to an individual education center class schedule will be the responsibility of that education center.

b. Responsibility for the reproduction and/or distribution of publicity which is outside of normal military resource capability, i.e., commercially printed posters and paid advertisement in base and commercial newspapers is to be assumed by the AI.

4. VETERANS ADMINISTRATION:

The AI will be responsible for obtaining Veterans Administration (VA) determinations governing approval of programs specified in Section E of this contract, and educational allowances applicable (based on certification of one, two, and more courses per term) to half-time, three-quarters time, full-time, etc. This VA determination will be provided to PACAF Contracting Center, Hawaii, and HQ PACAF/DPAE.

5. MEMBERSHIP:

The AI must be an active participating institution under the provisions of the "Servicemen's Opportunity College" (SOC).

6. PERSONNEL STANDARDS and POLICIES:

a. Written AI personnel policies, including qualification standards and current salary scales for clerical and instructional staff must be provided to HQ PACAF/DPAE, and PACAF Contracting Center, Hawaii.

b. All persons employed to work under this contract will be AI employees and not U. S. Government employees.



SECTION F

DESCRIPTION/SPECIFICATIONS

c. Student counseling will be provided by the AI, relative to its programs cited in Section E. Education services officers should request counseling services, as appropriate, from the institution's Pacific director.

d. Institution personnel (instructors, staff, field assistants, etc) will not be employed in any other capacity within the Education Services program without written concurrence of the ESO, AI Pacific director, and service representative (and when appropriate, the local legal officer). The local education officer will be responsible for ensuring that this requirement is met.

e. Conversely, Education Services personnel (ESO, guidance counselor, test proctor, clerk, etc) will not be employed in any other capacity for an institution offering educational programs through the education center (except as approved in 6d above). The education officer will be responsible for ensuring that this requirement is met.

f. Employees of the AI shall adhere to the laws of the countries in which programs are being conducted and such local command regulations as may be applicable to them concerning standards of conduct on non-military installations covered by this contract. Additionally, employees of the AI shall fulfill any local military requirement which may be established as a condition of entry onto the installation.

7. CLERICAL-ADMINISTRATIVE SERVICES:

The AI will provide Field Assistants (FA) support commensurate with the total number of enrollments at each education center covered by this contract to perform administrative duties for the university. The following minimum FA services are required and will be provided based on enrollment criteria at each military education center where at least two courses are offered each term:

<u>STUDENT</u> <u>ENROLLMENTS</u>	<u>OFFICE HOURS</u> <u>PER WEEK</u>	<u>STUDENT</u> <u>ENROLLMENTS</u>	<u>OFFICE HOURS</u> <u>PER WEEK</u>
0 - 249	0	1201 - 1600	40
250 - 400	10	1601 - 2000	60
401 - 800	20	2001 - 2500	70
801 - 1200	30	2501 and over	80

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SECTION F

DESCRIPTION/SPECIFICATIONS

a. Student enrollment is defined as each course enrollment made by a student in a term. Manning will be based on total student enrollments for the last five completed academic terms.

b. Agreement will be made between the AI and the ESO to establish FA office hours which shall be conspicuously posted and strictly adhered to.

8. INSTRUCTORS/STAFF:

All instructors in the program must have the applicable experience and/or education to become California State certificated vocational/occupational instructors, and if not credentialed, be approved in writing by the appropriate Area Director before commencing any instruction. Cited approval will be included in the Area Director's personnel file for applicable instructors. Further, cited non-credentialed instructors must be in the process of obtaining California state credentials before instruction commences. Non-credentialed instructors will not instruct more than two (2) terms prior to being California state credentialed.

a. Names of instructors will be furnished to the local ESO by the AI along with information pertaining to subject(s) approved to teach. The AI is solely responsible for making teaching assignments.

b. The AI will initiate a National Agency Check (NAC) on all their faculty members (instructors and administrators) who are U.S. citizens and who perform duties for the military services. For personnel hired or departing from the United States, the AI will initiate the NAC at the nearest military police facility. Local hire U.S. citizens employed overseas will not require the NAC unless they travel on official U.S. Air Force travel orders. However, third-country national and local hire U.S. citizens must meet all employment requirements (including security clearance, etc) of the local military installation commander and the host nation prior to employment overseas. For personnel employed by the AI within the Pacific theater requiring an NAC, the AI will initiate the NAC at the security or military police facility nearest the individual's proposed place of initial employment.

(1) The AI will include the date the NAC(s) was completed on all requests for orders submitted to HQ PACAF/DPAE.

(2) When NAC's are requested locally, the ESO will initiate the appropriate paperwork to the local security police facility.

SECTION F

DESCRIPTION/SPECIFICATIONS

9. CONSIDERATION, PAYMENT and VOUCHER:

The U.S. Government will pay to the contractor a certain percentage of the tuition costs as specified in Section E of this contract (subject to the service's availability of funds) of the course of instruction for each military student who is provided tuition assistance. The balance of all other costs will be collected by the AI from each student.

a. To receive Government tuition payments, the AI must submit its invoice (4 copies) through the local education center (review and certification) to the designated finance officer specified in the delivery order within 30 calendar days following the concluding date of term.

b. Invoices will be submitted by the AI to the finance office in the following format:

Period of Instruction _____

Education Center _____

<u>Name-Rank</u>	<u>Course#</u>	<u>Credit Hours</u>	<u>Total Cost</u>	<u>Cost to Student</u>	<u>Due to AI from the Govt</u>
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Each invoice must be accompanied by the appropriate Military Tuition Assistance form for each student listed thereon.

c. Checks for refunds to the U.S. Government arising out of termination, or for other causes, shall be drawn in favor of the Treasurer of the United States, and shall be sent by the AI through the appropriate education office to the finance office as determined by service directors. In the event a class is terminated by the AI due to no fault of the U.S. Government, the AI will refund to the students and Government 100 per cent of the tuition paid.

d. Only education centers at locations listed in paragraph 1, Section H of this contract are authorized to engage the AI for services under the terms of this contract.

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SECTION F

DESCRIPTION/SPECIFICATIONS

e. Each service in conjunction with the AI is responsible for the development of specific financial procedures in accordance with applicable directives.

f. The AI will not establish petty cash or similar funds at any education center.

g. Education center personnel will not be responsible for handling tuition payments from students, refunds to students, or any other AI financial transactions.

10. STUDENT WITHDRAWAL and REFUND SCHEDULE:

The student will submit an "Application for Withdrawal" from a class to the ESO of the appropriate education center. Use will be made of the AI's official "Application for Withdrawal" form. The AI will make these forms available to students and the education center. The effective date of the withdrawal will be the filing date of the withdrawal form at the appropriate education center. If tuition assistance was used by the withdrawing student, a refund shall be made to the service and to the student in the same proportion that tuition was paid (i.e., normally 75% by the Government, and 25% by the student) in accordance with the refund schedule.

a. The AI will pay withdrawal refunds to the individual and the U.S. Government regardless of reason for withdrawal in accordance with the following schedule as computed from filing date:

100% if less than 25% of the term has been completed.

0% if more than 25% of the term has been completed.

b. A student who exceeds the number of authorized absences from class meetings, as specified in AI catalog, must have instructor approval to continue in the course, otherwise the student must submit an Application for Withdrawal, giving the reason(s) for his action. A student who does not formally withdraw will automatically receive a failing grade and will forfeit any refund to which he may otherwise be entitled.

SECTION F

DESCRIPTION/SPECIFICATIONS

11. REPORTS:

a. The AI will provide the following information to HQ PACAF/DPAE for the high school program and the technical/occupational program. Separate reports will be submitted for the two programs.

(1) Military Affiliated Enrollments for each PACOM education center utilizing Annex 2 to this contract (copy to appropriate education center). This information to be submitted not later than 30 days after the end of each term.

(2) A consolidation of Military Affiliated Enrollment for each term utilizing Annex 2 to this contract. This information to be submitted along with the data requested in a (1) above.

(3) A consolidation of Military Affiliated Enrollments for the entire Fiscal year (FY). This data is to be submitted with the enrollment data for the last term of the FY.

(4) A report of the number of individuals by education center, by service, who have completed the requirements for certificates/degrees. This information to be submitted not later than 30 days after the end of each term. (Copy to appropriate education center).

b. The AI shall submit to each local education officer within 7 to 10 days after each term a written report containing the progress/grades of each active duty military person using TA funds.

12. REQUESTS FOR TRAVEL ORDERS:

Prior to submission of any travel order request for faculty (instructors and administrators) the AI will insure that they have: (1) received concurrence, written or verbal, of the local ESO at the TDY location(s), and (2) initiated, as appropriate, a request for area clearance in accordance with USAF Foreign Clearance Guide.

a. All order requests for travel of personnel from the CONUS to any authorized military location in the Pacific will be submitted by the AI to HQ PACAF/DPAE, Hickam AFB, Hawaii 96853. A copy of the appropriate form for requesting travel orders is attached to this contract at Annex 1. The request will include: (1) full

SECTION F

DESCRIPTION/SPECIFICATIONS

name of individual(s), (2) dates of birth of dependents, except spouse, (3) academic title of sponsor, (4) social security number of all personnel, (5) expected date of departure from the home or campus, name of campus city, (6) specific reason(s) for travel, (7) detailed itinerary of complete round trip. Travel order requests for all campus personnel traveling between the campus and the Pacific must be received by HQ PACAF/DPAE, Hickam AFB, Hawaii 96853 at least 45 calendar days before date of departure from the home or campus.

b. All travel order requests for personnel assigned and residing in the Pacific will be submitted by the AI to arrive HQ PACAF/DPAE at least 45 days before proposed date of departure.

c. Travel arrangements will be made through the nearest Military Traffic Management Office upon presentation of appropriate PACAF Special Orders distributed to the traveler. If the staff member arranges his own travel, reimbursement by the Air Force for travel within the CONUS (campus to Travis AFB or Norton AFB, California) will be limited to the least expensive cost for travel by a U.S. air common carrier.

SECTION H

X

DELIVERIES OR PERFORMANCE

TERMS:

During the period of this contract, 1 Aug 79 through 31 Jul 80 (School Year 1979-80) the AI will conduct terms as specified below, at military installations in Korea, Japan, Philippines, Guam, and Diego Garcia subject to conditions of this contract. Term dates will be as follows and will not be changed except by formal modification to this contract.

COURSE SCHEDULE

TERM I	27 Aug 79 - 20 Oct 79
TERM II	29 Oct 79 - 22 Dec 79
TERM III	21 Jan 80 - 15 Mar 80
TERM IV	24 Mar 80 - 17 May 80
TERM V	26 May 80 - 19 Jul 80

SECTION I

INSPECTION AND ACCEPTANCE

FUNCTIONAL AREA CHIEF (FAC) AND QUALITY ASSURANCE EVALUATOR (QAE)

The Assistant of Education Services, HQ PACAF/DPAE, Hickam AFB, Hawaii is hereby designated as the Functional Area Chief and will participate in the administration of this contract to insure the contractor is in compliance with the technical requirements, including monitoring the inspection of services performed by the QAE at the performance sites. The contractor's services will be accepted and certified by the QAE. The designated QAE will be the Education Services Officer located where the services are performed or in accordance with each service's policies and procedures.

X

SECTION J

SPECIAL PROVISIONS

1. Logistical support will apply to the conduct of the services contained in this contract by the AI and is subject to the provisions of all international agreements governing the status of the United States forces in the host nation. Support outlined below will be furnished to the extent that it (1) does not interfere with the U.S. military mission, (2) will not jeopardize the immunities and privileges extended U.S. forces in countries where these programs are conducted, and (3) is consistent with pertinent military regulations. The military shall incur no liability by reason of any change in logistic support arrangements, regulations or manuals. Should any Government regulation be changed during the period of this contract, such change will be effective immediately and will become a part of this contract without the concurrence of the AI. Failure to provide any of the support set forth due to a change in any cited Government regulation will impose no liability on the U.S. Government. In the event that a reduction in logistic support has sufficient adverse economic impact on AI programs, the AI may petition the contracting officer for an offset tuition increase within 30 days. Logistic support to be provided by the applicable service (subject to the availability of funds) is stated in paragraphs 2 and 3 below.

2. GOVERNMENT FURNISHED SUPPORT TO THE AI. Includes items furnished to a college or university under contract as contrasted to an individual. Logistical support described in "a" through "f" below is to be furnished on a non-reimbursable basis, except where otherwise stated.

a. Office and Classroom Space. Classrooms will be provided for each class conducted. Office space will be provided for AI personnel.

b. Shipment and Warehousing. Textbooks and related materials necessary for classes conducted by the AI throughout the Far East will be shipped to and from the Textbook Distribution Center (TDC), Yokota AB, Japan, for which adequate and secure space will be provided. Upon receipt of textbooks and related materials at TDC, the AI will distribute to the education centers in the Far East where classes are to be conducted. Return of textbooks to the TDC is authorized.

c. Repairs and Utilities. As required to maintain office and classroom space in good condition.

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SECTION J

SPECIAL PROVISIONS

d. Standard Office Furniture, Equipment, and Furnishings. These items will be provided at Government expense consistent with local availability and command policy, and as required to furnish office space based on number of individuals assigned. For example: desks, chairs, typewriters, filing and storage cabinets, etc.

e. Expendable Office Supplies. The overseas headquarters office of the AI will be authorized a maximum of \$6,000 per fiscal year for expendable supply support. Use of GSA store/Serve Mart facilities is authorized on a reimbursable basis.

f. Electronic Communications. Telephone/message service, including autovon, is authorized for official business, within available resources as determined by the local installation commander. Utilization will be monitored by the local ESO and is subject to local command policy.

g. Military Banking Facilities.

h. Vehicle Registration. The AI will insure the existence of comprehensive automobile liability insurance in accordance with host country and U.S. Government requirements.

i. POL Purchase Privileges. Maintenance, POL, and retail sales service on a reimbursable basis.

j. Base Exchange Purchase Privileges. Purchases limited to items to be used in the program.

k. Reproduction Services. Course outlines, student guides, lecture notes, and other similar materials which are for use in the actual conduct of a current or programmed course are authorized on a reimbursable basis.

l. APO/FPO Postal Service, as authorized by applicable service directives will be provided within and from the PACOM area only. Authorization is limited to professional correspondence, materials, and textbooks in direct support of this contract. Shipping personal items is strictly prohibited.

SECTION J

SPECIAL PROVISIONS

3. GOVERNMENT FURNISHED SUPPORT TO EMPLOYEES OF THE AI. Items furnished to contractor's personnel, as contrasted to a college or university. AI individual support will be authorized on a basis comparable to that accorded Department of Defense civilians of equivalent GS rating. This includes U.S. citizen staff members, U.S. citizen full-time professors, instructors, and contract lecturers, their bona fide dependents, and third country nationals assigned to PACOM on official orders.

a. Equivalent Ratings.

AI personnel furnishing college level courses for the benefit of members of the Armed Forces will be afforded privileges and support applicable to housing and transportation in accordance with the following equivalent civilian GS ratings:

Board of trustees President or District Chancellor	GS-17
Board of Trustees Vice President, District Vice	
Chancellor, or College President	GS-16
College Dean or Overseas Director	GS-15
Associate Directors, Area Directors and Staff	GS-13
Contract Lecturers or Instructors	GS-13

b. Quarters.

(1) Family-type U.S. Government quarters, if available, will be provided on a non-reimbursable basis to the contractor commensurate with the GS equivalent rating for use by their accompanied staff members in accordance with USFJ directives in Japan and the local service directives in other locations.

(2) Accompanied staff personnel and professors who occupy approved private rentals may be authorized private rental household goods support in accordance with local directives, and as available.

(3) Individual bachelor type quarters, if available, will be provided unaccompanied full-time professors (travel orders for 30 days or more) and permanently assigned administrative personnel equivalent to their GS equivalent rating. Fees charged will be service charges at the same rates as those paid by permanently assigned officers. Individual visiting officer type quarters will be provided to unaccompanied professors and staff personnel (travel orders for 29 days or less) commensurate with their GS equivalent rating.

SECTION J

SPECIAL PROVISIONS

NOTE: U.S. Government family type quarters and household goods support are extremely limited. It is highly recommended that AI representatives be unaccompanied or prepared to reside off base.

c. Transportation. For travel support at Government expense, unaccompanied instructors and administrative personnel are required to stay overseas a minimum of one-half of one academic year - 4½ months (2 terms) and accompanied personnel are required to stay for a minimum of one academic year - 9 months (4 terms).

(1) Full-time staff and instructor personnel are authorized transportation at Government expense on Department of the Air Force (DAF) travel orders from the individual's U.S. residence or home campus, whichever is less expensive, to PACOM areas and return. When traveling by air, the total baggage weight allowance including excess shall not exceed 100 pounds for instructors. (Authority: Chapter 3, DOD Directive 4515.13R).

(2) When travel orders are for nine months (4 terms) or longer, bona-fide dependents of full-time staff and instructor personnel are authorized transportation at Government expense on Department of the Air Force travel orders from the sponsor's U.S. residence or home campus, whichever is less expensive, to the sponsor's PACOM duty location. Dependents will travel concurrently with their sponsor except when extenuating circumstances would make this difficult, i.e., shortage of housing, children in school, etc. When traveling by air, the total baggage allowance for each dependent will not exceed 66 pounds. (Authority: Chapter 3, DOD Directive 4515.13R). Dependents remaining less than nine months at the sponsor's duty location will be required to obtain their return CONUS transportation at their own expense.

NOTE: Dependent children must be a member of the sponsor's household and less than 21 years of age.

(3) Intra-theater transportation required to facilitate operations will be provided to administrative staff and full-time instructor personnel under provisions of Chapter 3, DOD Directive 4515.13R, Air Transportation Eligibility. Military transportation is not authorized and will not be used for personal reasons.

August 1979

ADDENDUM - QUALITY CONTROL
CONTRACT # F6460579D0009

ESO

AI

I. ADMINISTRATION

A. Program

(1) Determine education needs of service population.

(1) Respond to ESO's states program needs.

(2) Prepare, in conjunction with AI, draft term schedule.

(2) Prepare in conjunction with ESO, draft copy of term schedule.

B. Counseling/
Guidance

(1) Counsel all military personnel on available education opportunities.

(2) Administer aptitude tests and interest inventories when necessary and provide individual with results.

(3) Refer personnel to appropriate AI for program guidance and enrollment.

(3) Give periodic program guidance to include individual's courses by sequence and certificate and degree completion requirements.

II. COURSES

A. Schedule

(1) Approve and publish term schedule with all approved courses.

(1) Prepare and review with ESO 6/7 weeks prior to beginning of next established term a schedule of all courses to be offered with course number, title, credit hours and instructor, if possible.

(2) Distribute term schedule through Education Center, request administrator to attach term schedule to base/post bulletin (if authorized).

ESO

(3) Provide projected schedule to counselors for planning purposes.

B. Content

C. Textbooks

(1) Monitor availability of textbooks for scheduled classes.

(2) Discuss with Area Director or representative course status for those without textbooks.

(3) Determine those classes which may commence without textbooks.

AI

(3) Prepare and keep current a projected schedule of courses to be offered 2 terms beyond current term.

(1) Prepare a standard course outline for all courses offered.

(2) Provide an outline prepared by the instructor covering course content and assignments to be reproduced by the Education Center and distributed to the students.

(1) Schedule only courses whose textbooks are or will be available for start of course.

(2) Advise ESO on all courses that will not have textbooks for start of course.

(3) Provide ESO with recommendation for starting courses without textbooks.

III. INSTRUCTORS

A. Recruiting

(1) Assist AI, when requested, to recruit for instructors.

(2) Advise prospective instructor of AI qualification standards and application requirements.

(1) Maintain a continuous recruit program for qualified instructors with ESO assistance.

(2) Provide instructor qualifications to ESO.

B. Hiring/ Instructing

(1) Refer ostensibly qualified instructors to AI.

(1) Determine instructor qualifications.

(2) Interview all prospective instructors.

ESO

(3) Insure instructor has written AI approval before commencing instruction.

(4) Advise AI after 2nd term of all instrs who do not have final file in Educ Ctr.

(5) Review subsequent term schedules to insure non-final approved instructors are not programmed to instruct.

C. Training

D. Evaluating

(1) Refer instructor or student comments to AI.

(2) Spot check instructor attendance and advise AI.

(5) Review student class evaluations and discuss when appropriate.

AI

(3) Provide instructors with approval letter stating that individual meets California certification standards for community colleges.

(4) Provide final instr qualification ltr based on official transcript(s) and experience with documentation to ESO not later than the start of the 3rd term.

(5) Allow only instr(s) with final qualifications ltrs to instruct beyond two terms.

(1) Provide instructor training for those instructors who have not had such training or teaching experience.

(1) Investigate referral cases and take appropriate action.

(2) Maintain instructor attendance roster and insure makeup classes are scheduled.

(3) Schedule staff visits to classrooms. Require visit to each new instructor's class within the first teaching term.

(4) Prepare, discuss and inform instructor of results of each visit. File evaluation in instructor's file.

(5) Review student evaluations and, considering other available data, determine retention or termination of instructor.

ESO

E. Grades

- (2) Screen military student list to insure tuition assist is not provided to ineligible.

IV. FIELD ASSISTANT (FA)

A. Recruiting

- (1) Assist AI when requested to recruit FA.
- (2) Submit names of qualified individuals to AI for consideration as FA, when requested.

B. Hiring

C. Training

- (1) Provide assistance in training of FA when requested by AI.

D. Observing

- (1) Monitor working hrs and suspenses of FA to insure quality and quantity of office work.
- (2) Encourage FA to contact area office and ESO on all uncertain actions.
- (3) Appraise AI of quality and quantity of FA performance when requested.

V. FACILTIES

A. Classrooms

- (1) Determine in conjunction with AI best available and most appropriate type of classroom for planned course(s).
- (2) Have a designated classroom for every class scheduled.

AI

- (1) Insure instrs. submit final grades NLT 7 days from last day of term

- (2) Notify ESO immediately names of students who are experiencing a problem.

- (1) Provide ESO with selection criteria.

- (1) Select FA.

- (1) Train all Field Assistants.

- (1) Prepare (by FA) all AI reports.

- (2) Assure work performance of FA.

- (3) Inquire regularly (from ESO) on FA performance.

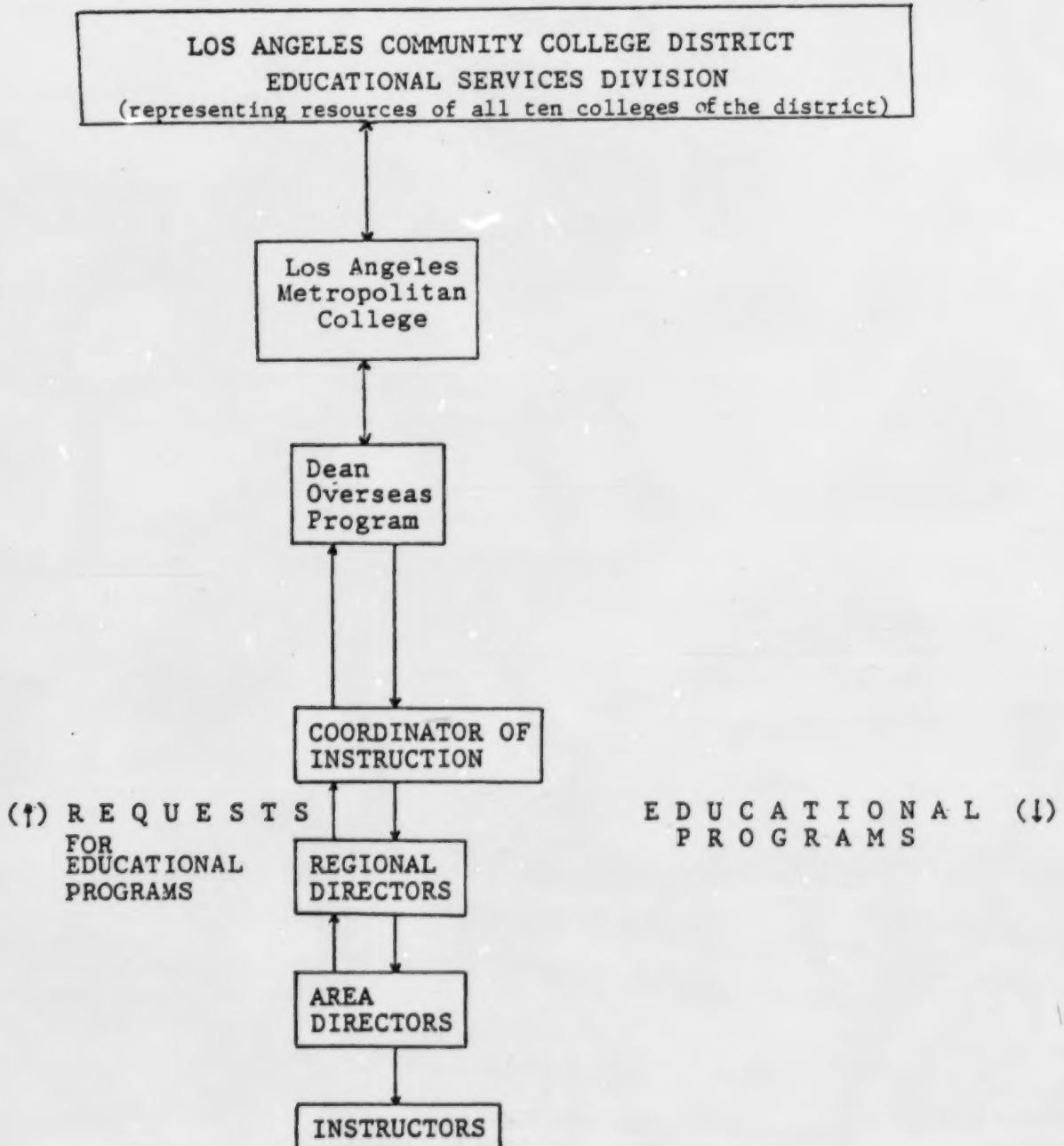
- (1) Insure classes are held in designated locations.

- (2) Limit class size to designated classroom by size and/or available hands-on equipment. No class should exceed 25 students.

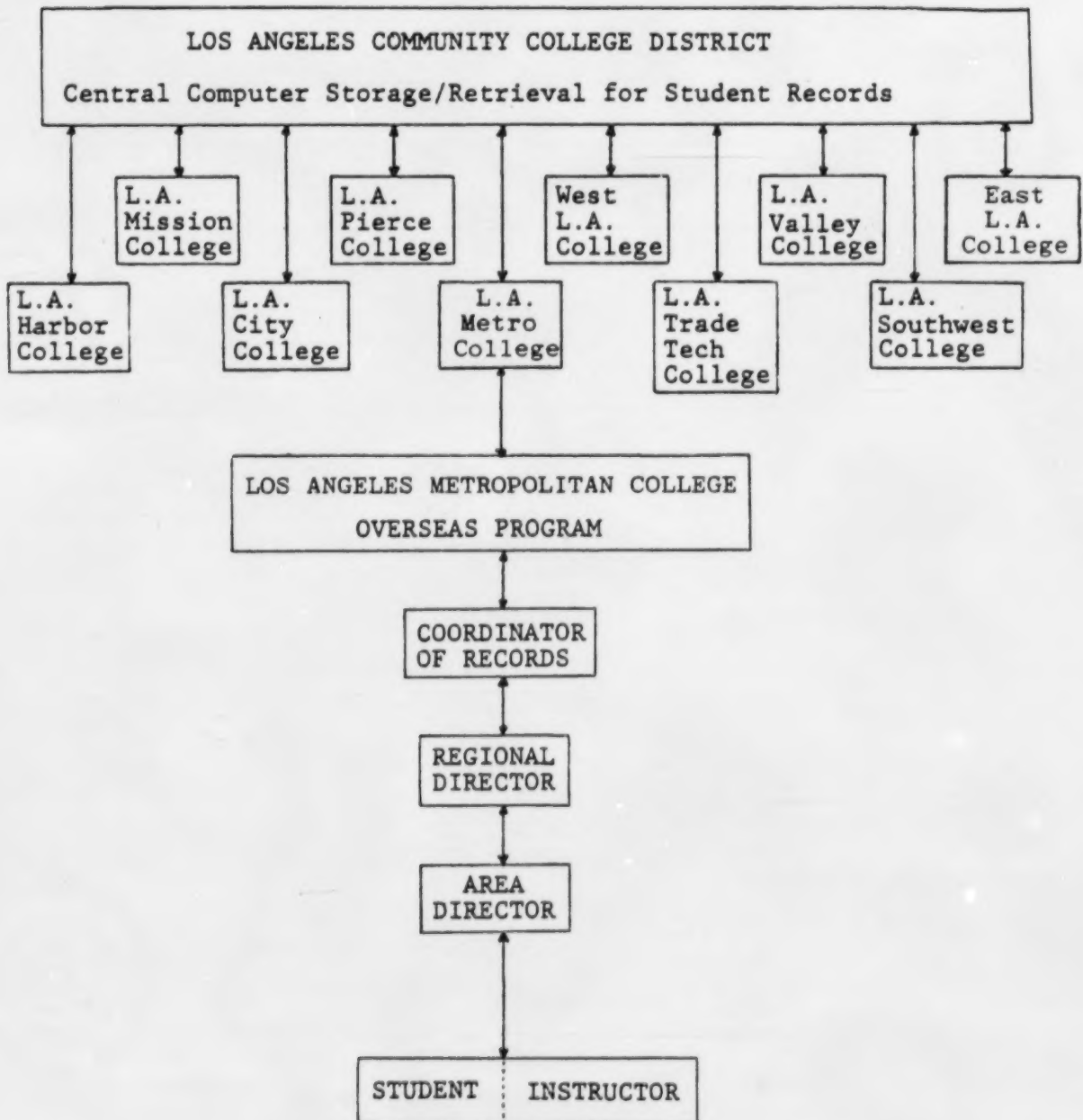
	ESO	AI
B. Equipment	(1) Provide a secure facility for all AI instructional supplies/equipment. (2) Make available military shops/vocational training facilities subject to such constraints as security, priority mission requirements, and safety. (3) Obtain command support for utilization of government equipment for instruction on a guaranteed or reimbursable basis.	(1) Provide instructional equipment (training aids). (2) When government equipment and/or tools are not available, the AI will procure or arrange for procurement of all required tools and equipment.
C. Supplies	(1) Assist the institution in obtaining expendable instructional supplies through GSA stores or Serv Mart on a reimbursable basis. (2) Assist in providing government supplies, when available. Use of government supplies authorized on a reimbursable basis.	(1) Provide or reimburse local service for all expendable supplies used in course operation. (2) Reimburse government for use of government supplies.

Educational Programs, Student Academic Records, Instructor Employment and Compensation, Program Purchases: Educational Support Materials, and Revenue Expenditure Flow are presented in the following informal flowcharts and are self-explanatory except for brief notes.

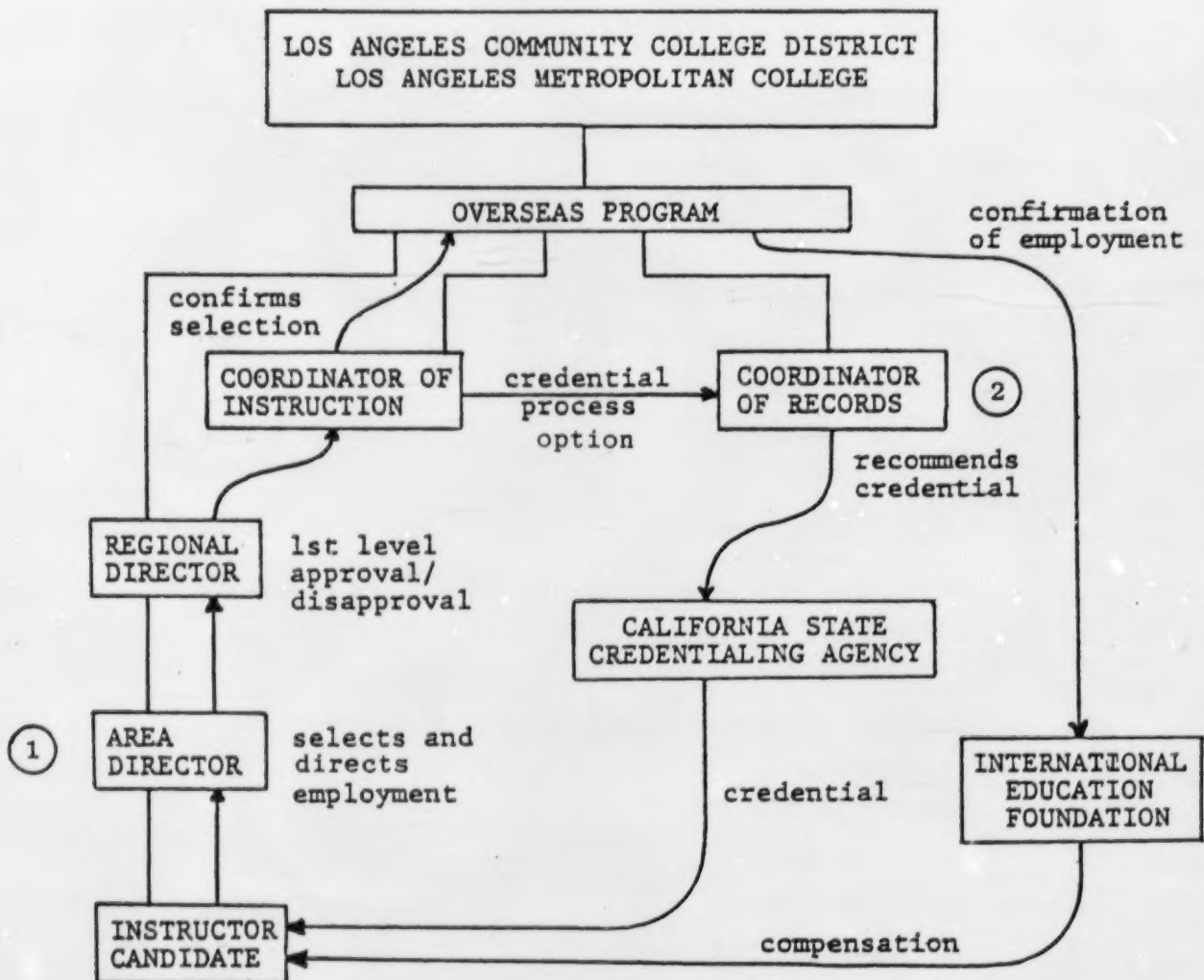
EDUCATIONAL PROGRAMS



STUDENT ACADEMIC RECORDS



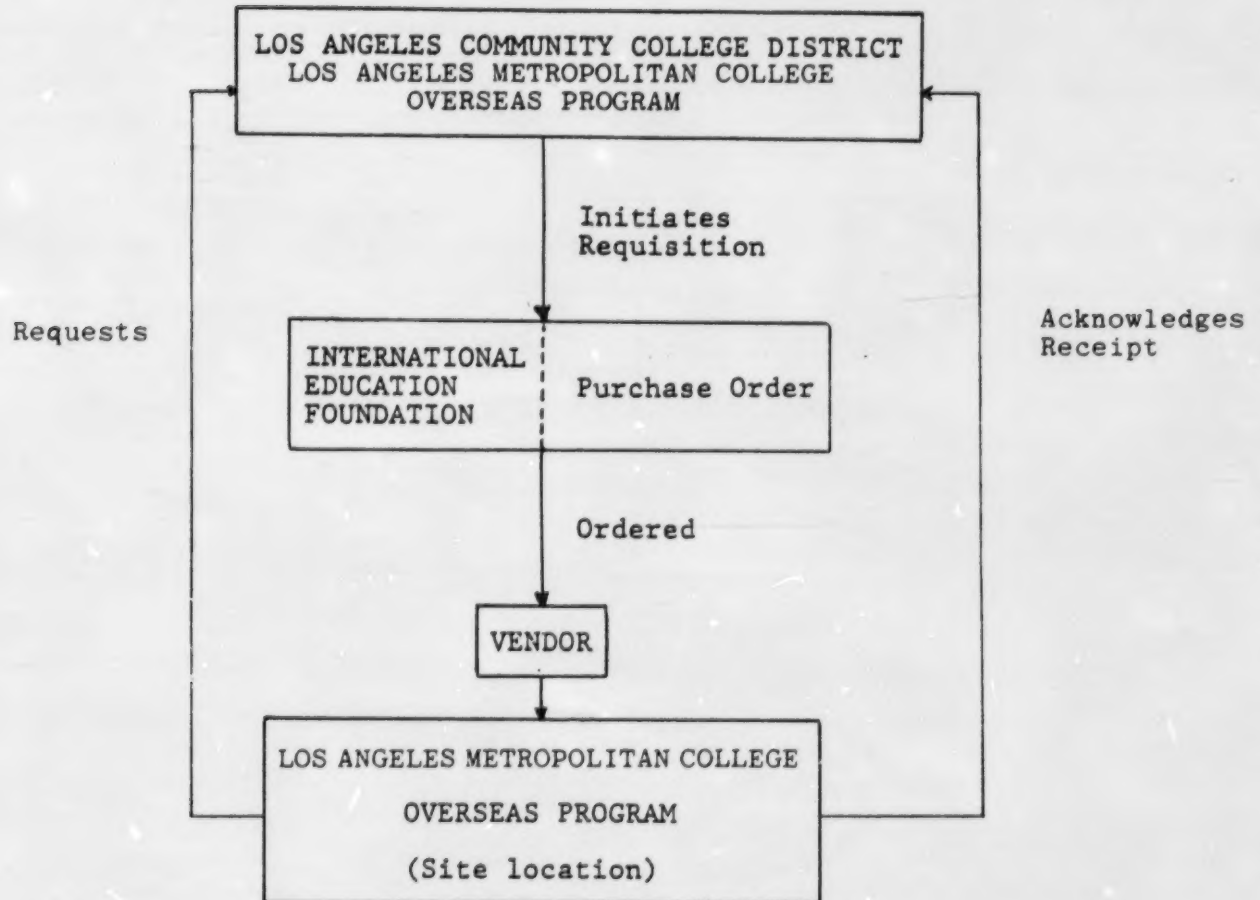
INSTRUCTOR EMPLOYMENT AND COMPENSATION



- ① The Area Director begins procedure by identifying course requirements and selects most qualified candidate from a pool of credentialable instructors.
- ② Optional procedure available to instructors who request a credential or for instructors who will be teaching over several terms.

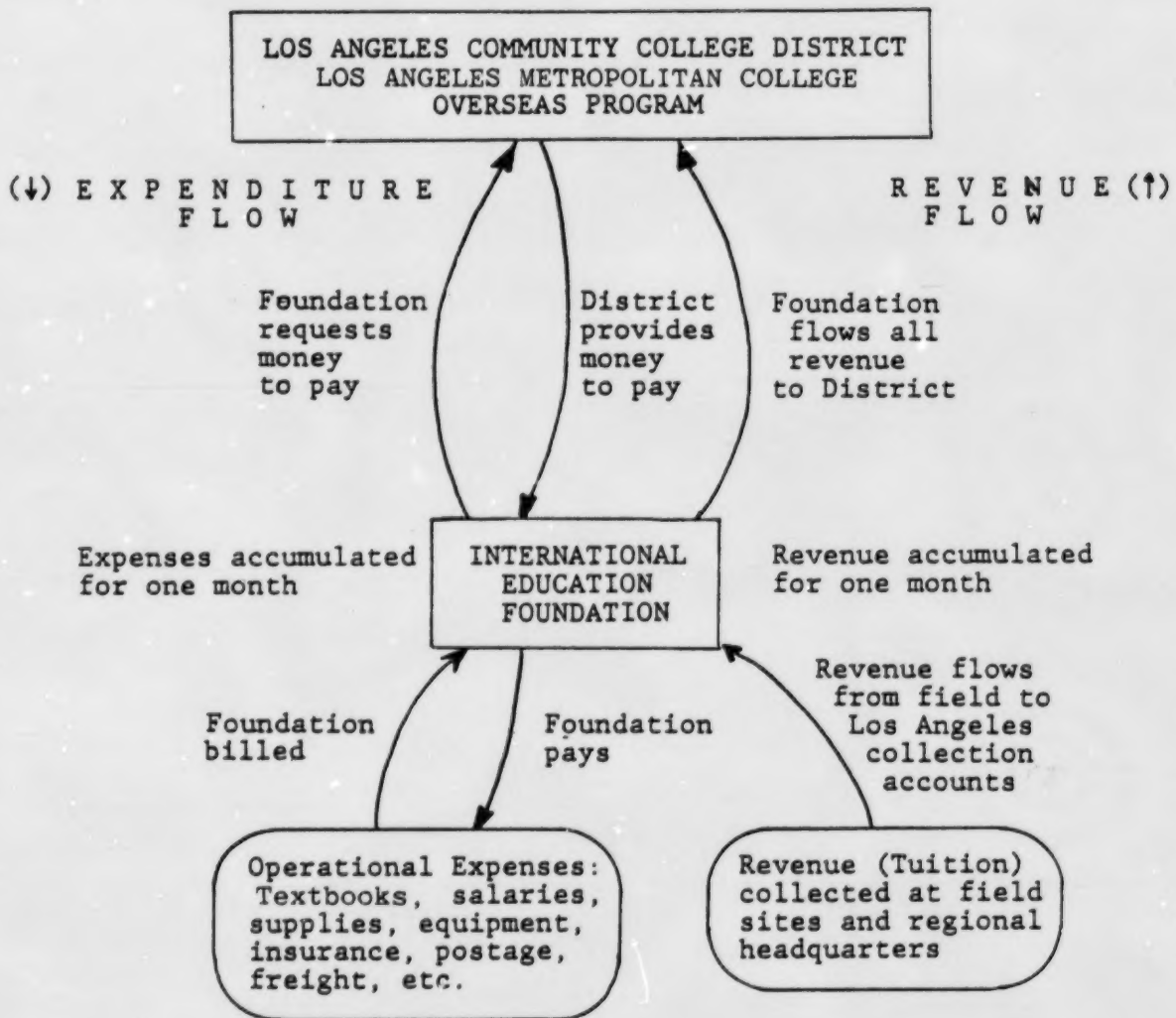
NOTE: It should be understood that approximately 40% of instructors teach less than one term. Less than 20% teach more than two terms, and less than 4% teach more than three terms.

PROGRAM PURCHASES
EDUCATIONAL SUPPORT MATERIALS



Note: Substantial college purchasing also occurs through regular district purchase procedures established under state regulations.

REVENUE & EXPENDITURE FLOW



ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES
WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES
9053 SOQUEL DRIVE
POST OFFICE BOX 70 • APTOS, CALIFORNIA 95003
TELEPHONE (408) 688-7575

January 24, 1980

Chairman
NORMAN E. WATSON
Chancellor-Superintendent
Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626

Vice Chairman
CLYDE C. McCULLY
President
Fresno City College
1101 E. University Avenue
Fresno, CA 93741

Executive Director
ROBERT E. SWENSON
Aptos Office

Administrative Secretary
MRS. BETTIE RAY BURDA
Aptos Office

Mr. David B. Wolfe
President
Los Angeles Metropolitan College
520 South LaFayette Park Place, Suite 100
Los Angeles, CA 90057

Dear Mr. Wolf:

The Commission, at its January 21-22, 1980 meeting, reviewed the materials submitted by Los Angeles Metropolitan College as its application for candidacy, and approved acceptance of your institution to candidacy status, contingent upon approval of the Board of Governors, California Community Colleges. We will notify the appropriate agencies of this action.

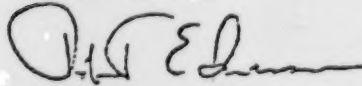
As you know, plans are already underway for a self-study and team visits during 1980.

Enclosed is a copy of the current fee schedule which will enable you to budget appropriately for annual membership.

We're delighted to welcome you to membership in the Western Association.

Best wishes,

Sincerely,



Robert E. Swenson

RES: brb

Enclosure

ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

9053 Soquel Drive
 POST OFFICE BOX 70 • APTOS, CALIFORNIA 95003
 TELEPHONE (408) 688-7575

April 2, 1980

Mr. Gerald C. Hayward
 Chancellor
 California Community Colleges
 1238 S. Street
 Sacramento, CA 95814

Dear Jerry:

Pursuant to our telephone conversation regarding Los Angeles Metropolitan College, I've reviewed the Title 5 regulations to which you referred, "New colleges and Educational Centers" (Chapter 10). Here's my analysis which is based on the experience of working with the Los Angeles Overseas Military Base Program over a period of several years, first as a member of the Accrediting Commission and more recently as staff executive for ACCJC:

Section 51802. Definitions

L.A. Metro meets the part (a) definition of a "college."

Section 51803 (part (c)).

I presume the College has provided these materials to your office. ACCJC has substantial documentation on all three points.

Section 51804. Assessment of Needs and Preferences

The Los Angeles District works closely with the armed services in assessing the off-duty educational needs of military personnel. Enrollment of 30,000 plus students documents the interest in the program. I'm not sure what the District has done to assess community support or opposition; however, I assume that the Governing Board has been sensitive on this point. Since the labor market is national, and even international, the task of identifying market requirements is complex. Developmental courses and career education have been the major emphases in the program.

Section 51806. Identification of Objectives

This is a very important requirement for accreditation. The College has complied with ACCJC criteria.

Section 51808. Analysis of Alternative Delivery Systems

This section furnishes the major rationale for organizing Los Angeles Metropolitan College (although I admit to some difficulty in understanding the intent of certain points in Section 51808). Serving military personnel at bases and detached units all over the Far East, as well as other parts of the world, requires imaginative use of alternative delivery systems, a high degree of organization for quality assurance (the major concern of accreditation), and accurate projections of revenues and costs, since the operation must be self-supporting. All of these are reasons why the administration of such an extensive program as an appendage to a traditional institution or institutions may not work effectively.

To gain a better understanding of off-duty military base education, I urge your staff to review the publication, "Final Report of the Case Study of Off-Campus Postsecondary Education on Military Bases," January, 1980. The study was a joint project of the Department of Defense and the Council on Postsecondary Accreditation. On page 75, the authors recommend:

2. The States -- "State authorities should encourage public and private institutions within their jurisdictions to provide on-base educational programs and courses. States, also, should work cooperatively with accrediting associations to verify educational quality and where possible avoid unnecessary duplication of effort in the evaluation process."

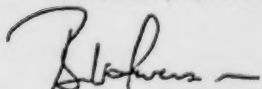
The Board of Governors and our Commission have a mutual concern, which, I believe, is shared by the Los Angeles District. If the program is needed, and there's much evidence of that, we should ensure that it's administered by institutions which have the experience and the resources to do it effectively.

Mr. Gerald C. Hayward
Page Three
April 2, 1980

As I mentioned to you in our discussion, ACCJC and the Los Angeles District staff are currently in the process of organizing an extensive review of the entire program, including a self-study report, and visits to locations in the Far East and in the continental limits by a carefully selected evaluation team under the leadership of Ralph Bradshaw, who is a very experienced accreditor and former Commission member.

I hope this information will be helpful in evaluating Los Angeles Metropolitan College's application for approval by the Board of Governors.

Sincerely yours,



Robert E. Swenson

RES:brb

cc: Allan Petersen, Administrator, Program Evaluation and Approval

SERVICEMEMBERS' OPPORTUNITY COLLEGES



DRAFT March 25, 1980

sponsored by
 American Association of State Colleges and Universities
 American Association of Community and Junior Colleges
 Suite 700 • One Dupont Circle
 Washington, D.C. 20036
 (202) 293-7070

SOC PRINCIPLES AND CRITERIA

What is SOC?

Servicemembers' Opportunity Colleges (SOC), a cooperative network of colleges and universities, is an important response by civilian educational institutions to the voluntary education needs of the military. SOC works in a variety of ways to remove obstacles that members of the armed forces and veterans encounter when they try to obtain a postsecondary education; at the same time SOC institutions subscribe to principles and criteria to assure the quality of programs available to the military student.

Education, historically a vital part of our national defense program, plays an essential role in the modern armed forces as military management and individual duties have become increasingly complex. Opportunities for education and training as part of military service ensure performance and are a primary attraction for recruitment as well as a means to career advancement in the service and after discharge.

The SOC Concept

SOC was established in 1972 by civilian and military education leaders to encourage voluntary education for servicemembers by

118

Cooperating Agencies				
American Association of State Colleges and Universities	Association of American Colleges	Education Commission of the States	National Association of State Universities and Land Grant Colleges	U.S. Air Force
American Association of State Colleges and Universities	Association of American Universities	National Association for Equal Opportunity in Higher Education		U.S. Army
American Council on Education	Council for Postsecondary Accreditation	National Association of Independent Colleges and Universities	State Higher Education Executive Officers	U.S. Marine Corps
				U.S. Navy
				U.S. Secretary of Defense

better coordination of administrative requirements and the improvement of access to, and availability of, academic programs. The SOC response aids the higher education community in appreciating the particular needs and problems of military personnel and, in turn, helps the armed forces to understand the resources, limits, and requirements of higher education. Both civilian and military interests share a concern for program quality. The SOC general registry, composed of over 400 post-secondary institutions, reflects the deepening commitment to voluntary education on the part of higher education and national defense planners.

Under development within SOC are several smaller networks: member institutions linked to provide specific programs for service personnel. These smaller networks include the SOC associate degree network (SOCAD) and may include limited consortia at the baccalaureate and graduate levels. Networks may also be developed among institutions offering occupational and technical training programs coordinated with military training specialties.

SOC institutions confer associate, baccalaureate, and/or graduate degrees. Many offer on-base programs and some serve installations overseas. Other SOC institutions, offering neither on-site nor adjacent services, act as coordinators for military students who earn academic credits elsewhere for transfer to their home institutions.

SOC member institutions provide a wide spectrum of programs. The SOC designation can apply to an entire institution or, more

likely at four-year colleges and universities, to specific divisions or degree programs only. SOC institutions are accredited* and agree to a set of internal policies and criteria designed to facilitate program completion for service personnel. Above all, they are pledged to a cooperative effort to ensure that the educational needs of servicemembers are met. SOC institutions endeavor to make educational services available to students wherever they may be stationed.

Thus, SOC serves as the core of an educational system to bring together military servicemembers who seek postsecondary education, civilian institutions prepared or preparing to meet the educational needs of this clientele, and military installations where American student servicemembers live and work. SOC institutions meet their commitment by making selected programs and service available to servicemembers under the principles and criteria summarized below. Detailed explanations follow the summaries.

Principles (summarized)

- A. SOC institutions will perform within the standards of Department of Defense directives controlling activities at American military installations.
- B. SOC institutions will perform within the recognized standards of academic governance systems in designing, approving, delivering, and evaluating educational services for military personnel.

*Accredited institutions are fully authorized by a nationally recognized accrediting association to offer associate and/or baccalaureate degrees. Institutional accreditation must include any program of study made available to military students under the institution's SOC commitment.

- C. SOC institutions and the Department of Defense will cooperate to bring about conditions that are consistent with and conducive to the operation of efficient and effective postsecondary educational programs.
- D. SOC institutions will perform within the standards of criteria developed to increase access and ensure for students in the military the same standards, consideration, and quality of instruction as are enjoyed by students at the home campus.

Criteria (summarized)

1. SOC institutions will employ admissions procedures which are appropriate to ensure the widest possible access for academically qualified military personnel.
2. SOC institutions will evaluate military learning experiences and award academic credit for such learning wherever applicable to the servicemember's program of study in that institution.
3. SOC institutions will evaluate nontraditional learning and award academic credit for such learning wherever applicable to the servicemember's program of study in that institution.
4. SOC institutions will evaluate requests for inter-institutional transfer of credits and will accept such credits wherever they are appropriate to the servicemember's curriculum and consistent with the institution's program, in order to minimize credit-hour loss and duplication of coursework.

5. SOC institutions will waive or adjust residency requirements where appropriate or will provide alternative means by which such requirements can be satisfied.
6. SOC institutions will make broad, flexible curricular options available.
7. SOC institutions will designate personnel with appropriate academic qualifications and experience to provide administration and supervision of their SOC-related activities.
8. SOC institutions will provide educational services for veterans.

Principles (explained)

- A. SOC institutions will perform within the standards of Department of Defense directives controlling activities at American military installations.

The United States Department of Defense is responsible for the development and promulgation of rules, regulations, and directives to guide and control military activity. The development of these rules, regulations, and directives may involve considerable civilian consultation. The promulgation of the rules, regulations, and directives, however, is the responsibility of the military.

DOD Directive #1322.8, "Voluntary Educational Programs for Military Personnel," is the official document setting forth Defense-wide rules pertaining to voluntary education. Voluntary education for service personnel is necessarily a cooperative venture between the armed forces and civilian institutions of higher education; so is compliance with DOD Directive 1322.8.

The Directive was developed in consultation with SOC and other educational representatives and SOC welcomes its implementation.

It is equally important that military authorities cooperate with college and university personnel in arranging and delivering educational programs at military installations. Adequate classrooms, effective educational equipment and materials support, and frequent counseling by Education Services Officers are important contributions by the military to the success of educational programs at military installations.

Both military and educational personnel should be aware that each brings unique and complex demands to the environment in which voluntary education occurs. Continuing cooperation among all parties is necessary to ensure that the individual servicemember gains maximum benefits from the opportunities that the military and educational community together make available.

B. SOC institutions will perform within recognized standards of academic governance systems in designing, approving, delivering, and evaluating educational services for military personnel.

Institutions of higher education have built elaborate safeguards over a period of time to ensure the integrity, soundness, and quality of educational offerings of colleges and universities. These safeguards include communications requirements both within and beyond the institution and a sophisticated system of approvals for courses, programs, and delivery systems.

SOC institutions make sure that faculties, administrators, trustees, state coordinating councils, state departments of higher education, and regional and specialized accrediting agencies are informed of their SOC-related activities, and, where appropriate, approve of such activities.

- C. SOC institutions and the Department of Defense will cooperate to bring about conditions that are consistent with and conducive to the operation of efficient and effective postsecondary education programs.

In order for Department of Defense requirements (Principle A) and institutional needs (Principle B) to be met, a considerable amount of cooperation will be necessary among all parties involved. Cooperation invariably involves communication and negotiation. SOC institutions will work to ensure that a spirit of cooperation characterizes their SOC-related activities.

Military base commanders and Education Services Officers cannot comply with the DOD Directive's requirements without the cooperation of civilian institutions. To cooperate fully in educational programs for military personnel, SOC member institutions, particularly their officials and personnel working on or with military base personnel, must be familiar with the DOD Directive and be prepared to cooperate with base commanders and Education Services Officers in the fulfillment of its requirements.

- D. SOC institutions will perform within the standards of criteria developed to increase access and ensure for students in the military the same standards, consideration, and quality of instruction as are enjoyed by students at the home campus.

The criteria by which an institution should guide its SOC-related activities are designed to enhance both access and program quality. Voluntary adherence to the criteria qualify an institution for admission to the SOC network and serve as the basis for SOC institutions to evaluate the quality of their programs. The criteria also assure other SOC institutions, state agencies, accrediting bodies, the military, and others that common, agreed-upon statements of quality and procedure guide the overall SOC effort.

SOC takes the position that the quality standards of its member institutions with regard to students, faculty, support services, and administration should apply to the military student as they do to any other student. SOC institutions are encouraged to state their standards, make their statements available to all concerned, and, thus, to participate in the development of national standards based in the reality of capabilities and resources of the institutions.

In due course SOC will gather the statements of its members and develop a national advisory group to determine which aspects of quality control can be pursued on a worldwide bases for all SOC members and which must be left to individual institutions.

Criteria (explained)

1. SOC institutions will employ admissions procedures which are appropriate to ensure the widest possible access for academically qualified military personnel.

Entrance requirements reflect the level of ability and potential for achievement needed for a student to perform successfully in a college program. It is recognized that admission to an institution may not qualify a student for all programs within an institution and that programs of greater difficulty may impose additional requirements beyond admission to the institution.

To facilitate enrollment of qualified candidates, an institution adopts admission procedures that recognize alternative means to establish levels of ability and prior achievement. Such means include GED high school equivalency certificates, successful college-level or equivalent postsecondary study elsewhere, or other unusual experience or individual evidence of competency. Service personnel often are older and several years removed from high school but many have had specialized training and valuable experience within the Service which qualify them for college entrance. Waiver or adjustment of requirements expected of recent high school graduates is arranged for military students and veterans whenever other evidence of ability is present.

In order to ensure that wide access ("open door") does not lead to frustration and failure ("revolving door"), SOC institutions will employ the same level of expected performance for military students as is used for any other student. SOC institutions should be prepared to assist students, where appropriate, through the provision of preparatory and basic skills programs.

2. SOC institutions will evaluate military learning experiences and award academic credit for such learning wherever applicable to the servicemember's program of study in the institution.

The military services provide many opportunities for learning, including technical and other specialized training. Recognition by a SOC institution of this learning and its application to, or waiver of, degree program requirements is essential to the planning of programs for the military student and minimizes repetition and duplication.

A SOC institution recognizes and establishes means to evaluate the learning a student has gained from specialized training and experience in the armed services, to the extent it is applicable to the student's program. SOC members utilize the ACE Guide to the Evaluation of Educational Experience in the Armed Services, among other means, in determining applicable credit recommendations.

To guard against inappropriate credit-hour assignments, SOC institutions, and particularly SOC counselors, will carefully evaluate, not merely accept, proposed assignment of credit for military learning experiences.

3. SOC institutions will evaluate nontraditional learning and award academic credit for such learning wherever and whenever applicable to the servicemember's program of study in that institution.

Learning often takes place in other than formal educational settings. A SOC institution decides which external experiences

have relevance to fulfillment of college degree requirements. Many types of nontraditional education are considered in making these decisions. SOC institutions employ various means for assessing nontraditional learning--such as standardized tests, institutional or departmental challenge examinations, job performance reports, demonstration of skills, performance portfolios, etc. .

A SOC institution recognizes that formal classwork may be unavailable to service persons at some locations and thus is prepared to recognize extra-institutional or directed study modes. A SOC student may earn credits equal to at least 25 percent of a program of study through nontraditional means.

SOC members utilize the ACE National Guide to Credit Recommendations for Noncollegiate Courses, among other means, where appropriate in determining applicable credit for external experiences. To guard against inappropriate credit-hour assignment, SOC institutions, and particularly SOC counselors, will carefully evaluate, not merely accept, proposed assignment of credit for nontraditional learning.

4. SOC institutions will evaluate requests for inter-institutional transfer of credits and will accept such credits wherever they are appropriate to the servicemember's curriculum and consistent with the institution's program, in order to minimize credit-hour loss and duplication of coursework.

Patterns of military assignment and the general mobility of military personnel make it unlikely that a student on active duty can complete an entire program at one institution. Many are

transferred several times during service and many complete their programs following separation from service, usually with education assistance from veterans' support programs. Consequently policies and practices which make credit earned at other institution less than fully transferable penalize the active-duty servicemember or the veteran who began college work while in service.

Recognition of coursework taken from another institution is conditioned by factors such as the accreditation of the granting institution, whether an equivalent course is offered by the receiving institution, and whether a specified minimum grade was earned. A SOC institution may authorize, in advance, credit earning course work to be taken at another institution for transfer to the student's degree program. Primary, however, is the relevance of the work to the student's program of study and whether it is applicable to degree requirements--to the major, to general education requirements, to electives--or to the fulfillment of course prerequisites. A SOC institution recognizes these situations and adopts policies that minimize loss of credit, eliminate duplication of coursework, and at the same time maintain the integrity of the program in which a military student pursues a degree.

5. SOC institutions will waive or adjust residency requirements where appropriate or will provide alternative means by which such requirements can be satisfied.

Institutions generally require that a minimum number of courses be taken in residence (i.e., taken from the degree-granting institution). This practice is a desirable form of quality

control. However, insisting on more than 25 percent of a degree program or requiring part or all of the final year in residence on campus or similar restrictions may penalize service personnel and may deprive them of their degrees even after they have completed all other requirements.

In recognition of this problem, a SOC institution allows residency requirements for the military student to be satisfied at any time during the program of study--subject, of course, to specific course sequence requirements. Or, it waives residency requirements for active-duty service personnel in degree programs or makes appropriate adjustments upon petition when there are assurances of student quality and program balance. A SOC institution removes the distinction between on- and off-campus study and recognizes as study in residence any work offered or sponsored by the institution (including instruction offered on a military base) which will be applied to a degree program.

6. SOC institutions will make broad, flexible curricular options available.

Experience has shown that most standard programs developed for an on-campus clientele, packaged into semester or quarter sequences enrolling full-time resident students in daytime classes, rarely serve military personnel needs either when offered on campus or at a base.

In order to work more effectively with military students, a SOC institution provides curriculum options which are sufficiently broad or flexible to be achievable under military service conditions. Among these options may be a general studies program

with considerable latitude in program planning, a flexible curriculum adaptable to a wide range of personal or career military needs, or an external degree program. SOC institutions are prepared, whenever appropriate, to adjust the time, duration, and format of courses to enable servicemembers to participate within the context of military duty schedules.

One of the most promising developments by institutions on behalf of the military student has been the "contract" for degree or letter of agreement. Such an agreement between student and institution, developed following counseling and program planning, covers such items as degree requirements, learning options, responsibilities of student and institution, a record of credits previously earned and accepted toward the degree, a statement of time period for completion of the degree, and means for modifying or terminating the agreement or for negotiating a transfer of the agreement to another institution. SOC institutions are urged to use letters of agreement or "contracts" as the major vehicle through which they deal with military personnel.

7. SOC institutions will designate personnel with appropriate academic qualifications and experience to provide administration and supervision of their SOC-related activities.

Administration and supervision of an institution's program for military service members and veterans comprise not only adjustment or waiver of policies where justified, but also decision making, governance, and communication with campus and off-campus interests regarding the institution's SOC commitment. Cooperation

among institutions serving a base as well as effective working relationships between military base officials and institutional representatives contribute significantly to the development of effective programs.

The administration and supervision of counseling services, testing and evaluation, and consistent monitoring of a student's program become increasingly important in light of the atypical patterns of pre-college education and training of service personnel, the need to have each student's military experience and extra-institutional and nontraditional forms of learning evaluated for credit, and the need for development of individual plans of study.

Most of these services are available on campus but often are less available for off-campus and base programs. Cooperative efforts among SOC institutions, Education Services Officers, and other institutions serving a base are essential to afford support services comparable to on-campus services. Appropriate instructional materials and other instructional support services are also necessary.

SOC institutions will ensure that tuition and fee policies and practices do not discriminate against military personnel. They will, furthermore, make every reasonable effort to ensure that the method of collection of tuition and fee monies, deadlines for final payments, and policies and practices for reimbursement will allow military personnel to participate effectively in their programs.

A SOC institution designates an administrator with appropriate academic qualifications and experience to be responsible for oversight of the institution's SOC activities. This person serves as institutional spokesman on policy and practice on behalf of military students, clarifies for faculty and staff the meaning and responsibilities of the SOC commitment, and monitors institutional compliance with the SOC requirements. Additional administrative procedures and supervisory roles, particularly for off-campus sites, may be needed to assure programs of quality. Responsibility for this work, and accountability for its accomplishment, resides in an appropriate administrator.

8. SOC institutions will provide educational services for veterans.

To serve fully the needs of military students, SOC institutions provide pre-service counseling and planning, in-service programs and assistance, and services to the veteran. Pre-service tasks involve working with area high school counselors, recruiting officers, and the institution's own student body to identify those persons anticipating service and to encourage them to continue their education.

Veterans, however, frequently have special needs. They will be older and may be continuing an educational program or enrolling for the first time. Many of the SOC criteria are applicable to veterans--flexible admissions procedures, transfer of credits, recognition and assessment for credit of military experience and other nontraditional learning, and perhaps some adjustment

of resident study requirements. SOC institutions should provide sufficient information and counseling to ensure that veterans studying under veterans' assistance programs are aware of the benefits, regulations, and procedures that apply to their educational experiences. A SOC institution also has increased responsibilities in supervision and preparation of reports regarding veterans' programs and progress.

A SOC institution recognizes the particular problems of veterans and makes special efforts to encourage them to complete or continue education started while in service or interrupted by military service assignments.

Commitment to SOC Principles and Criteria

Several monitoring devices are in place to ensure continuing attention to the above principles and criteria as they are applied in actual practice in SOC institutions. First, each participating institution, by means of its membership application, affirms these principles and criteria. Second, an affirmation cycle requires that SOC institutions renew their commitment every two years. Finally, as an alternative to a vast bureaucratic surveillance system, the SOC national office provides a "hot line" service to all interested parties. If there are uncertainties about the performance of a SOC institution, they should be called to the attention of the SOC national office staff. The staff will serve as a clearinghouse and seek clarification of the matter and resolution of any remaining difficulties. Failing this, the SOC director may refer the matter to appropriate

civilian or military authorities and/or may determine that a particular institution cannot be encouraged to live up to its SOC commitments and hence should be dropped from the SOC network.

The primary responsibility for adherence to the principles and criteria described herein belongs to individual SOC institutions. The membership application, affirmation cycle, and "hot line" are designed to help them. With widespread cooperation, more cumbersome monitoring systems should be unnecessary.

DEPARTMENT OF DEFENSE DIRECTIVE 1322.8

FEBRUARY 1980

SUBJECT: Voluntary Educational Programs for Military Personnel

References: (a) DoD Directive 1322.8, subject as above, August 20, 1975 (hereby canceled)
(b) Title 38, United States Code, Chapters 32, 34, and 36
(c) DoD Appropriations Act (Section 722 of Public Law 96-154)

A. REISSUANCE AND PURPOSE

This Directive reissues reference (a), and implements the provisions of references (b) and (c) for the operation of voluntary educational programs in the Military Services.

B. APPLICABILITY

The provisions of this Directive apply to the Office of the Secretary of Defense, the Military Departments, the Defense Agencies, and the Defense Activity for Non-Traditional Education Support (DANTES) (hereafter referred to as "DoD Components"). The term "Military Services," as used herein, means the Army, Navy, Air Force, and Marine Corps.

C. DEFINITIONS

As used herein, the following definitions apply:

1. Off-Duty Time. Time when the Military Service member is not scheduled to perform official duties.
2. Voluntary Educational Programs. Educational programs in which military personnel elect to participate. Participation is normally limited to off-duty time, unless otherwise directed by legislation of by Military Service policy.
3. Tuition Assistance. Funds provided by the Military Services to active duty military personnel for the payment of a portion of the charges of voluntary educational programs.

D. POLICIES

1. *Educational programs shall be established to provide opportunities for military personnel to achieve educational, vocational, and career goals to further the belief that Military Service members, as citizens in uniform, should share the same opportunities for education that are provided all eligible citizens.*

2. Military personnel shall be encouraged to use voluntary educational programs to:

- a. Enhance their military effectiveness.
- b. Prepare for positions of greater responsibility in the Armed Forces.
- c. Prepare for productive postservice careers.

3. Educational programs of the Military Services shall:

a. Rely primarily on programs, courses, and services provided by appropriately accredited institutions and organizations, including high schools, postsecondary vocational and technical schools, colleges, and universities.

b. Employ the resources and programs of other Federal agencies, such as the Department of Labor, Department of Education, and Veterans Administration (VA), and of the states.

c. Make use of programs from civilian institutions that respond to the needs of the military personnel.

d. Include educational guidance and counseling by qualified Military Service educational personnel.

e. Provide for the systematic recording of all educational accomplishments of Military Service members.

4. No DoD Component shall issue a certificate or similar document to active duty personnel based on performance on high school equivalency tests. High school-level success based on these tests shall be recognized by the Military Services only after a state or local civilian agency has awarded the appropriate credential. In overseas areas, individuals who attain passing scores on the high school General Education Development tests (standard score of 35 on each of the final tests and an average score of 45) may be recognized as having achieved high school completion.

E. RESPONSIBILITIES

1. The Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistics) ASD (MRA&L) shall:

a. Provide overall policy guidance and periodically review educational programs.

b. Maintain liaison with the VA, the Department of Education, the Department of Labor, other appropriate Federal agencies, and national educational associations to implement the provisions of this Directive.

c. Issue DoD Instructions required to carry out the provisions of this Directive.

d. Exercise policy control over DANTES, under advisement of a DANTES working group.

2. The Secretaries of the Military Departments and the Commandant of the Marine Corps shall:

a. Provide educational staff, finances, and other resources within available manpower and funding, for the operation of voluntary educational programs, consistent with enclosure 1 to this Directive and the needs of the Military Service.

b. Issue regulations governing the conduct of voluntary educational programs, consistent with this Directive and the needs of the Military Service, as prescribed by law and as outlined in 38 U.S.C. Chap. 32, 34, and 36 and the DoD Appropriations Act (references (b) and (c)).

c. Maintain liaison with the VA, the Department of Education, the Department of Labor, other appropriate Federal agencies, and with national educational associations as needed in the conduct of educational programs.

d. Issue appropriate instructions for completion and maintenance of DD Form 2057, "Contributory Educational Assistance Program Statement of Understanding" (enclosure 2), for use with the Veteran's Educational Assistance Program (VEAP).

e. Designate a staff person to serve on the DANTES working group.

3. The Secretary of the Navy shall serve as the executive agent for DANTES, and shall report to the ASD (MRA&L) on this program.

F. — EFFECTIVE DATE AND IMPLEMENTATION

This Directive is effective immediately. Forward two copies of the implementing documents to the Assistant Secretary of Defense (Manpower, Reserve Affairs, and Logistics) within 120 days.

Enclosures - 2

1. Guidelines for Voluntary Educational Programs
2. DoD Form 2057

GUIDELINES FOR VOLUNTARY EDUCATIONAL PROGRAMS

- A. All Military Service members with less than a high school education shall have the opportunity to attain a high school diploma or its equivalent. The opportunity to pursue postsecondary educational goals shall be provided to all Military Service members.
- B. Each Military Service member shall be provided educational advisement or program counseling during recruit training, at each new duty station, and at other suitable intervals during the member's military career. A participant's educational plan shall be maintained on a record that shows educational accomplishments, related military training, and educational and career goals.
- C. Each Military Service shall provide a program for the continuing professional development of the educational staff, and shall provide funds for professional development.
- D. Comprehensive educational programs shall be established to encompass a broad range of educational experiences including basic skills development; high school completion programs; occupational programs; and associate, baccalaureate, and advanced degree programs.
- E. Positive command support at each level is essential to the operation of an effective educational program. This support is reflected by:
1. Adequate staff to provide effective program needs analysis, procurement, and management.
 2. Adequate funds.
 3. Physical facilities and equipment adequate to support the educational program.

4. An effective counseling program.
5. Maintenance of data to determine program quality and effectiveness.

F. Needs Assessment

1. Educational needs assessment is the foundation for the establishment of meaningful and cost-effective educational programs. Each Military Service shall require its installations to conduct an annual needs assessment to assist in educational program planning. Based on local needs assessment, each installation shall develop a base educational plan.

2. Appropriate state postsecondary planning, advisory, or governing agencies shall be advised of the results of the needs assessment of bases within their boundaries for use in statewide planning. These agencies shall be asked to comment on the needs assessment with specific reference to the capability of institutions within the state to provide the educational services required.

G. Characteristics of Base Educational Programs

Base educational programs should:

1. Lead to degrees and certificates.
2. Support and reinforce the training specialties or mission of the base.
3. Provide a basic skills education that allows personnel to upgrade their reading, computation, and communication abilities in support of military occupations.
4. Have application to civilian or military careers.
5. Ensure that course offerings of each institution are in accordance with the base educational plan. Institutions that offer either courses or programs shall avoid scheduling courses that duplicate the offerings of other institutions for the same student clientele.
6. Publish a consolidated catalog of programs, courses, and time schedules for the base educational program.
7. Provide classroom, laboratory, and library facilities that meet Military Service guidelines.

H. Minimum criteria for the Military Services in selecting postsecondary civilian educational institutions to offer academic programs on military installations include the following. The institution must:

1. Be chartered or licensed by a state government or by the Federal Government.
2. Be a postsecondary institution appropriately accredited by an agency recognized by the Council on Postsecondary Accreditation and the Department of Education.
3. Involve the parent campus in approving programs; faculty selection, assignment, and orientation; and in teaching, monitoring, and evaluating the programs. Adjunct or part-time faculty shall possess the same or equivalent qualifications as full-time, permanent faculty members.
4. Conduct on base programs from among those offered or authorized on its home campus. (Note: Programs currently offered on base and those developed specially for the Military Services are exempted from this criterion.) Programs on base shall carry identical credit values, represent the same content and experiences, and use the same procedures for evaluating student performance.
5. Accept credits for courses given off campus at the same value as those given on campus, and include such credits in the determination of residency.
6. Provide library and other reference and research resources that are appropriate for the level of instruction.
7. Maintain the same admission, grading, and graduation standards on base as on the home campus for the same programs.
8. Ensure regular and frequent contact between campus-based faculty and administrators and off-campus representatives.
9. Use appropriate techniques to evaluate program effectiveness, such as externally normed examinations, student course critiques, faculty visitations to classes, and faculty review of final examinations.
10. Charge tuition and fees that correspond to those

charged to a nonmilitary clientele except when the need for a variance can be documented. Ensure that a reasonable contribution to on-base educational support is provided; that is, a proportion of income that corresponds to that on campus shall be used to provide library support, equipment, administrative services, and student counseling. High enrollment courses must be used to underwrite the expense of offering small, elective, and laboratory courses germane to the curricula.

11. The institution must comply with 38 U.S.C. 1775 (reference (b)).

12. The institution must provide evidence of compliance with 38 U.S.C. 1796 (reference (b)) regarding limitations on advertising, sales, and enrollment practices. This section requires that institutional publications and claims are neither false nor misleading.

13. Current approval of the program by the applicable State Approving Agency (SAA) for veteran educational benefits is adequate evidence for both H.11. and H.12., above.

14. Military installation officials shall ensure that institutions conducting programs on military installations have complied with H.1. through H.13., above, within 2 years of the date of this Directive.

I. Obtaining Services

1. It is the position of the Department of Defense that statewide planning for postsecondary education in each state should take into account the educational needs of military personnel, including dependents and civilian employees serving military installations within state boundaries.

2. To obtain educational services, the appropriate military installation official shall circulate a request for educational services to institutions within the state that have programs in the curricula area desired.

3. If the needed program coverage cannot be obtained from an in-state institution, the search may be broadened to include eligible out-of-state institutions. Before initiating discussions or negotiations with out-of-state institutions, it must be determined that the needed program cannot be arranged through any in-state institution. This may be determined either by contacting in-state institutions directly or, where a statewide coordinating body exists, by a central inquiry.

4. When an institution is contacted to ascertain its interest in conducting a program on a military installation, the installation shall provide adequate information upon which the institution can prepare a proposal for educational services. Information provided to institutions shall include the following points:

a. The level and subject or discipline desired.

b. An abstract of the installation's needs assessment supporting the probable student base for the program.

c. Facilities, equipment, and supporting services that can be provided by the installation.

d. A list of the DoD's minimum criteria for the selection of postsecondary civilian educational institutions that offer academic programs on military installations.

e. Characteristics desired in the program.

(1) Format, such as evening classes, independent study, or short seminar. If the format is to be nonconventional, the special needs of target populations shall be explained.

(2) Extent of transfer or applicable credit from other programs or institutions.

(3) Recognition of credit based on military training or experience.

(4) Minimum and typical length of time needed for completion of program on a part-time basis.

(5) The desirable requirements for completion of graduate programs (such as, theses, comprehensive examinations, structured course requirements).

(6) Administrative and student services to be provided by the institution.

(7) Class size criteria (minimum per class or average of classes).

(8) Flexibility in scheduling to meet the operational requirements of the installation.

f. In addition, in submitting their proposals to installations for educational services, the institution

shall agree to:

(1) Show evidence that the applicable accrediting body is aware of and has approved the proposed extension of service before the program begins.

(2) Be evaluated by the appropriate accrediting body during the first year of operation on the installation and at appropriate times thereafter.

(3) For in-state institutions, obtain evidence that the applicable SAA of the institution's home state has approved the program, if VA educational benefits are to be involved. Institutions shall also obtain evidence that the appropriate postsecondary planning, advisory, or governing agency in the institution's home state has been notified of the extension of educational services.

(4) For out-of-state institutions, obtain evidence that the SAA of the state where the installation is located has approved the program, if VA benefits are to be involved. Institutions shall also obtain evidence that the appropriate postsecondary planning, advisory, or governing agency in the state where the installation is located has been notified of the extension of educational services.

5. Institutions desiring to offer programs on military installations shall submit to the installations a proposal for educational services. Appropriate installation personnel shall review these proposals and decide which institution shall be invited to conduct programs on base.

6. Procedures whereby military installation officials evaluate the proposals for educational services shall be stated in the request for such services and shall be related directly to the minimum criteria listed in H., above. The price shall not be the sole criterion for choosing among proposals. Technical judgments shall be based on the academic merits and range of the proposed programs.

J. Participation of Non-Service Personnel

Participation by civilian students who are not directly employed by the Military Services or Department of Defense and who are not dependents of such employees may be advantageous in locations where the educational program offered on the base provides services that are not obtainable from civilian institutions. Provision of non-

duplicative educational services on a space-available basis after the registration of active duty personnel, their dependents, civilian employees, and their dependents may be an important contribution to postsecondary education and to the community relations program of the institution.

K. Tuition Assistance

1. The use of DoD-appropriated funds to support Military Service member participation in off-duty voluntary educational programs shall be limited to the payment of not more than 75 percent of the charges made by educational institutions for tuition and related instructional expenses, except with regard to such charges of educational institutions for military personnel in off-duty high school completion programs for which payment of 100 percent may be made. No DoD-appropriated funds shall be used for the payment of any part of charges for the tuition or expenses of officers who do not agree to remain on active duty for 2 years after completion of such training.

2. Tuition assistance support may not be authorized for any course for which the Military Service member is receiving reimbursement in whole or in part under any other provision of the law where the payment or education would constitute a duplication of benefits from the Federal Treasury. Students may be eligible for other federally funded educational programs. Service personnel must ensure complete financial disclosure on all applications for tuition assistance to guard against duplication of benefits.

3. Tuition aid support may not be provided to military personnel who have been convicted by any court of general jurisdiction of any crime that involves the use of force, trespass, or the seizure of property that is under the control of an institution of higher education and that prevents officials or students at such an institution from engaging in their duties or pursuing their studies.

L. Defense Activity for Non-Traditional Education Support (DANTES)

DANTES is an educational service organization that provides support to the voluntary educational programs of the Military Services. DANTES also serves for the Department of Defense for specified contracts in support of education. In addition, DANTES provides a transcript service for United States Armed Forces Institute courses and examinations completed before July 1974.

M. Basic Skills Educational Programs

For effective performance of duty assignments, Military Service members must have competency in the basic skills of reading, writing, and speaking in English, as well as computational skills. Opportunities for study to achieve sufficient competency for effective job performance and for promotional opportunities shall be provided. Basic skills educational programs include "English as a Second Language."

N. Veteran's Educational Assistance Program (VEAP)

Service members who entered Military Service after December 31, 1976, and have completed 180 days of continuous active duty are eligible to receive benefits under VEAP. In-Service or post-Service use may begin after 6 years or after the completion of an initial tour of duty, whichever occurs first. All eligible members shall be counseled on their participation in VEAP during or before in-processing procedures, during recruit training, and at initial and later duty assignments.

REPRESENTATIVE LETTERS OF ENDORSEMENT
FROM MILITARY AUTHORITIES

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS PACIFIC AIR FORCES
HICKAM AIR FORCE BASE, HAWAII 96853



Mr. Paul Sonnenburg
Communications Services
Los Angeles Metropolitan College

3 June 1980

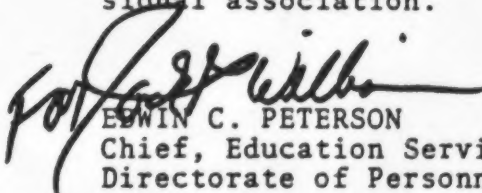
Dear Paul,

The following is presented on behalf of the Los Angeles Community College District and in support of accreditation status for Los Angeles Metropolitan College. The district, through the City College Campus initially began offering technical/occupational course work at Clark Air Base, Republic of the Philippines, Kadena and Yokota Air Base, Japan.

The initial year program FY-73 reflected a total of 3,193 enrollments. In subsequent years the program increased as follows: 1974 - 4,891, 1975 - 23,685, 1976 - 27,520, 1977 - 26,841, 1978 - 27,708 and 1979 - 34,768. During 1973 the program was expanded to include Korea, Taiwan, Thailand and Viet-Nam and the program spread throughout the Pacific basin to be offered at practically every military installation covering all branches of service.

Throughout the period PACAF's association with the school district has remained excellent. We are continually impressed with the willingness of management personnel to offer a quality technical/occupational program at each location. We are appreciative of the effort expended in providing course work at small isolated locations.

We at HQ PACAF look forward to a long and fruitful professional association.


EDWIN C. PETERSON
Chief, Education Services Division
Directorate of Personnel Programs

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS THIRTEENTH AIR FORCE (PACAF)
APO SAN FRANCISCO 96274



REPLY TO
ATTN OF:

CC

30 May 1980

SUBJECT:

LACCO College Program at Clark AB, Republic of The Philippines

TO:

Mr. Calvin B. Garvin
Area Director, Philippines/Diego Garcia
Los Angeles Community Colleges Overseas
Clark AB, RP

I wish to express my appreciation for the fine educational program offered by LACCO for the personnel at Clark Air Base. LACCO has offered courses at Clark for over five years, and during that time, over one thousand military personnel have earned Associate of Arts degrees or Vocational Certificates. Please convey my thanks to your fine staff and teachers for a job well done.

James R. Hildreth
JAMES R. HILDRETH
Major General, USAF
Commander

DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 30 TACTICAL FIGHTER WING (PACAF)
APO SAN FRANCISCO 96274



REPLY TO
ATTN OF: CC

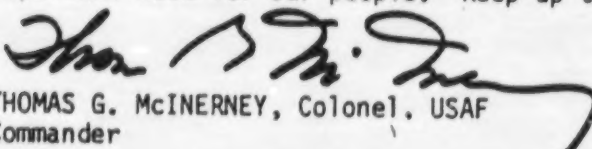
2 June 1980

SUBJECT: Los Angeles Community College program at Clark Air Base

TO: Calvin B. Garvin
Area Director, Philippines/Diego Garcia
Los Angeles Community Colleges Overseas

I would like to express my thanks to you, your staff and instructors for the fine educational job they are doing at Clark Air Base.

Your educational program has contributed greatly to the overall quality of the personnel serving at Clark Air Base and fills an important need for our people. Keep up the good work.


THOMAS G. McINERNEY, Colonel, USAF
Commander



DEPARTMENT OF THE AIR FORCE
HEADQUARTERS 3D COMBAT SUPPORT GROUP (PACAF)
APO SAN FRANCISCO 96274

REPLY TO
ATTN OF: CV

30 May 80

SUBJECT: Los Angeles Community Colleges Program at Clark Air Base

TO: Calvin B. Garvin
Area Director, Philippines/Diego Garcia
Los Angeles Community Colleges Overseas

Just a quick note to thank you for the fine college program offered by
Los Angeles Community Colleges Overseas to the personnel at Clark Air Base.

Through the years LACCO has been at Clark, it has given our personnel a
consistently fine educational program.

Keep up the good work!

ARTHUR C. WEINER, Colonel, USAF
Vice Commander



DEPARTMENT OF THE NAVY
MOBILE MINE ASSEMBLY GROUP UNIT 9 SUBIC BAY
FPO SAN FRANCISCO 96651

IN REPLY REFER TO:

09/LDB:los

12454

Ser 146

18 JUN 1979

From: Commanding Officer, Mobile Mine Assembly Group,
Unit Nine, Subic Bay, RP
Box 67, FPO San Francisco 96651
To: Mr. Romy ANGEL, Subic Bay Area Resident Coordinator
Los Angeles Community Colleges (Overseas)
Box 4, U.S. Naval Facility FPO San Francisco 96651

Subj: Letter of Appreciation

1. I would like to express my gratitude for the assistance given to Mobile Mine Assembly Group, Unit Nine from January 1978 to June 1979. The counseling and assistance provided to personnel attached to MOMAG Unit Nine have greatly enhanced the Educational Program at this unit..

2. Again, a hearty thanks for your fine efforts. Well done.

L. D. Beardin
L. D. BEARDIN
Lieutenant, U. S. Navy

A G R E E M E N T

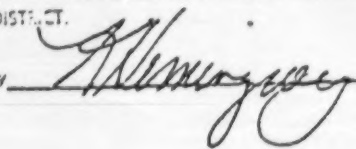
THIS AGREEMENT is made and entered into this 16th day of January, 1980
by and between the

LOS ANGELES COMMUNITY COLLEGE DISTRICT
617 West 7th Street
Los Angeles, California 90017
(213) 628-7788

THE OFFICE OF THE DISTRICT CLERK
EXCERPTS FROM THE RECORDS OF
THE OFFICE OF THE DISTRICT CLERK
OF THE LOS ANGELES COMMUNITY COLLEGE
DISTRICT.

hereinafter referred to as "the District", and the

INTERNATIONAL EDUCATION FOUNDATION
(a not-for-profit California corporation)
3550 Wilshire Boulevard, Suite 920
Los Angeles, California 90010
(213) 389-3131

By 

hereinafter referred to as "the Foundation".

W I T N E S S E T H:

WHEREAS, the governing board of the District, pursuant to Education Code Sections 81003 and 81007, may establish and maintain schools or classes outside of the boundaries of the District by contract, for persons in the service of the United States assigned to, or serving at any camp, post or other place under the jurisdiction of the United States, or for persons employed or living on any such camp, post or other place, which the board may lawfully establish and maintain within the boundaries of the District;

WHEREAS, the District, pursuant to California Education Code Section 78007, has entered into contracts on a full cost basis with various agencies of the federal government to provide educational programs and services to persons in the military service of the United States at military camps, posts, installations, bases and vessels; hereinafter referred to as Program; and

WHEREAS, the Foundation has the expertise and personnel to assist the District in this endeavor by providing certain logistical support services;

WHEREAS, the District desires such services from the Foundation; and

WHEREAS, the District and the Foundation desire to amend and modify their contractual relationship of agreement number 76-7263 dated July 28, 1976 which has been operative from and after August 15, 1976 to date:

NOW, THEREFORE, the parties hereto agree as follows:

1. This agreement shall commence on January 24, 1980 and shall supersede Agreement Number 76-7263, dated July 28, 1976, and commencing August 15, 1976, by and between the District and the Foundation, and may be terminated upon 90 days advance written notice by either party to the other.

Agreement No. 80-7040

2. This agreement shall be reviewed at least annually by the District and Foundation for the purpose of considering any amendments or modifications; such review to be completed not later than June 15th of each year. Any amendment or modification shall be executed in writing and made a part of this agreement.
3. In all matters relating to the agreement and the provisions thereof, the District representative shall be the Contracts Coordinator and the Foundation representative shall be the President or his designee.
4. In all matters pertaining to the operations of the Program, the District representative shall be the President of Los Angeles Metropolitan College. The Foundation representative shall be the President of the Foundation's Board of Directors or his designee. The operation of the program shall be governed by operational directives issued by the President of Los Angeles Metropolitan College. The Foundation shall issue directives coordinated by the President of Los Angeles Metropolitan College to fulfill its contractual obligations and maintain its de jure status. Should there be any disagreement, the disagreement shall be resolved by the Chancellor of the District and the President of the Foundation's Board of Directors.
5. The Foundation shall provide logistical support as necessary to sustain the Program, including but not limited to the following:
 - a. Furnishing the necessary textbooks, materials, equipment and supplies.
 - b. Compensating all Foundation personnel, including instructors assigned to the Program, as provided in the annual budget or its approved modifications.
 - c. Establishing qualifications and procedures for the employment, training, assignments and termination of the personnel directly responsible for the business logistical support of the Program, and for employment and other procedures for Foundation personnel assigned other duties.
 - d. Collecting revenues on behalf of the District which arise from the operations of the Program for direct remittance to the District in Los Angeles, California. Funds shall be accounted for and collected in accordance with Government regulations and generally accepted accounting principles.
 - e. All revenues collected on behalf of the District shall be remitted to the District once each calendar month no later than the twentieth (20th) calendar day of the month succeeding the month in which the revenue is recorded.
 - f. Maintaining a complete accounting and financial reporting system, including but not limited to revenue collections, refunds and other fiscal and statistical reports. Reports thereof shall include and be filed with the District as follows:

Agreement No. 80-7040

- (1) Monthly Cash Disbursement Invoice
Invoice for cash advancements to conduct the operations of the Foundation is due by the 20th of each month.
 - (2) Monthly Receipts Transmittal
Transmittal of receipts of collected and recorded Program revenues and receivables. Transmittal due by the 20th of the month following receipt.
 - (3) Monthly Income and Cash Flow Report
Statement showing the status of collected and uncollected receivables. Transmittal is due by the 20th of the month following the month for which statements apply.
 - (4) Annual Financial Statements
Financial statements audited and certified by an outside and independent auditing firm due no later than 180 days after end of fiscal year.
 - (5) Textbook and Equipment Inventory
Inventory shall be submitted by the 30th day following the close of the fiscal year. Dollar evaluations shall be included with the audit report referred to in paragraph 5.f.(4).
 - (6) Additional Fiscal Reports
Provide copies of reports including but not limited to term revenue and enrollment reports and staff assignments, as furnished by computerized services. Furnish other reports to provide for changes in the Program and/or District requirements.
- g. Performing any other services at the written request of the District as may be mutually agreed upon.
- h. Keeping records and accounts of the Program expenditures pursuant to its budgets for a period of not less than three (3) years following each budget period. The District reserves the right to inspect and audit such records and accounts during and/or following the close of any budget year following reasonable notification to the Foundation.
- i. The Foundation shall also provide Public Liability and Property Damage Insurance against risk arising from the Program for the Foundation and the District, their Officers, Board Members, Trustees, agents and employees, from damage to property or injury to persons, including death, in and with an insurance company or companies authorized to transact business of such insurance in the State of California, such insurance to be in the amount of not less than three million (\$3,000,000.00) dollars. Such insurance policy shall name the District as "additional insured" and be filed with the District's Contracts Office with an endorsement that no cancellation shall be effective without a ten-day (10) written notice to the District.

Agreement No. 80-7040

6. The District shall:

- a. Provide instructional programs including supervision and curriculum needs.
- b. Make provisions for qualified instructors. The District in the screening process shall inform and assist potential instructors on the necessary procedures prerequisite to their obtaining the required teaching credentials and establish qualifications and determine assignments of Foundation personnel assigned to other than business activities.
- c. Advise the Foundation of the tuition rate and other fees prior to the commencement of Term 1 of each academic year or upon completion of the agreement with the contracting agency whichever is earlier.
- d. Furnish the Foundation with all necessary data for the ordering of textbooks and other materials required for the operation of the program.
- e. Prepare and provide to the Foundation a line item budget for each budget period within which the Foundation shall operate. The budget period shall be from July 1 to June 30 for each year. The Foundation will provide the District with items for budgetary consideration. Changes in a budgeted line item expenditure account shall be made only upon written approval of the District. The District's written request for additional services shall be deemed written approval.
- f. Advance operating funds to the Foundation for its operations of the succeeding month in connection with services rendered hereunder in accordance with the budget provided the Foundation and contingent upon receipt of items 5.f(1), (2) and (3); and the approval of items 5.f(1) and (3) by the District's Controller. Any expenditures incurred by the Foundation which are not incurred in the ordinary course of business shall be previously approved by the District's representative.
- g. Commencing with the first month of the initial budget period and continuing each month thereafter until termination of this agreement, the District shall advance operational funds to the Foundation pursuant to paragraph 6.f. All approved advances shall be made within five (5) working days of the District's receipt of documentation provided that all necessary submittals to the District are in order and approved by the District's Controller or his designee. Note: At the beginning of the current budget period (1979-80) the District advanced seven hundred thousand dollars (\$700,000) under Agreement No. 76-7263 dated July 28, 1976, and commencing August 15, 1976, to provide for the conduct of the program operation. The initial advance was based upon the budget provided to the Foundation and a statement of projected expenditures approved by the District's Controller covering the program's operations for the first two (2) months.

Agreement No. 80-7040

- h. Providing the Foundation with a copy of each of the District's contracts or agreements and proposed contracts and agreements. Approved contracts and agreements shall be maintained at the office of Los Angeles Metropolitan College and shall be made a part of this agreement as though fully set forth herein. The Foundation expressly agrees that it shall abide by the terms and conditions of approved contracts and agreements in its performance of the services provided for herein.
- i. In the Event of termination of this agreement as provided for in Paragraph 1, all assets, including but not limited to, equipment, supplies, textbooks and materials acquired pursuant to Paragraph 5.a. above shall remain or become the property of the District. In addition, the District shall assume all outstanding liabilities arising from, and necessary to the operation of the Program, providing that the events which led to said liabilities have been previously approved by the District, and with the explicit understanding that the District shall not be, responsible for those liabilities arising from the Foundation's failure refusal to abide by the terms and conditions of this agreement.

With respect to textbooks, the Foundation shall, upon notice from the District, dispose of all textbooks on hand by return to the publisher for credit or disposal sales.

7. While performing the services herein, the Foundation shall be an independent contractor and not an officer, agent or employee of the District; and as such, shall not represent any relationship with the District or Los Angeles Metropolitan College beyond the terms of this agreement. Neither shall the Foundation speak for, act on behalf of, or commit the District to any person or organization without specific written request from the District. The Foundation shall so comply with the statutes governing its corporate activities as to insure maintenance of its de jure status as a California non-profit corporation. No provisions of this agreement shall be so construed by the parties as to compromise that de jure status.

WITNESS THE PARTIES HERETO THE DAY AND YEAR FIRST ABOVE WRITTEN:

-DISTRICT-

-FOUNDATION-

LOS ANGELES COMMUNITY COLLEGE
DISTRICT

INTERNATIONAL EDUCATION
FOUNDATION

For the Board of Trustees of
the Los Angeles Community
College District

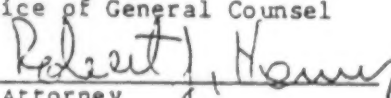
for the Board of Directors

by 
D. W. Lee
Contracts Coordinator

by 
James E. Payne, Jr.
President

APPROVED AS TO FORM:

Office of General Counsel

by 
Attorney

Agreement No. 80-7040

UNIVERSITY OF CALIFORNIA
ERIC
JUNE 1981
90 POWELL AVENUE
LOS ANGELES, CALIFORNIA 90024